



Equitas Academy #5

Charter Renewal Petition
July 1, 2026 – June 30, 2031

Submitted: August 20, 2025
Los Angeles Unified School District
Charter School Division
333 South Beaudry Avenue
Los Angeles, California 90012

Table of Contents

Table of Contents	2
Assurances, Affirmations, and Declarations	3
Charter Renewal Criteria	5
Element 1 – The Educational Program	14
Rigorous Standards-Aligned Curriculum and Assessments	58
Targeted and Multi-Tiered Supports for Students	59
Deep Connection and Partnership with Families, Alumni, and our Community	61
Robust Professional Development for Educators and Leaders	62
Reclassification Criteria	105
Element 2 – Measurable Pupil Outcomes	113
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	113
Element 4 – Governance	123
Organizational Chart	129
Element 5 – Employee Qualifications	132
Element 6 – Health and Safety Procedures	149
Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance	155
Element 8 – Admission Policies and Procedures	157
Element 9 – Annual Financial Audits	162
Element 10 – Suspension and Expulsion Procedures	163
Element 11 – Employee Retirement Systems	191
Element 12 – Public School Attendance Alternatives	192
Element 13 – Rights of District Employees	192
Element 14 – Mandatory Dispute Resolution	192
Element 15 – Charter School Closure Procedures	196

Assurances, Affirmations, and Declarations

Equitas Academy #5 (also referred to herein as the “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the Assurances, Affirmations, and Declarations section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) Middle Performing

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (the “Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria. Equitas Academy #5 fits into the Middle Performing category, as determined by the California Department of Education (see below) for two years, and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a 5-year term.

Charter School Performance Category Data File - 2024

California Department of Education – Published: March 14, 2025

CDS	Dashboard School Type	Charter Type	School	District	School Type	Performance Level
19647330119982	ES	DF	Equitas Academy	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330126169	MS	DF	Equitas Academy 2	Los Angeles Unified	Intermediate / Middle Schools (Public)	Middle Performing
19647330129650	ES	DF	Equitas Academy 3	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330133686	MS	DF	Equitas Academy 4	Los Angeles Unified	Intermediate / Middle Schools (Public)	Middle Performing
19647330139121	ES	DF	Equitas Academy 5	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330138883	ES	DF	Equitas Academy 6	Los Angeles Unified	Elementary Schools (Public)	Middle Performing

<https://www.cde.ca.gov/sp/ch/performcategorydf.asp>

Charter School Performance Category Data File - 2023

California Department of Education – Published: March 12, 2024

CDS	Dashboard School Type	Charter Type	School	District	School Type	Performance Level
19647330119982	ES	DF	Equitas Academy	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330126169	MS	DF	Equitas Academy 2	Los Angeles Unified	Intermediate / Middle Schools (Public)	Middle Performing

19647330129650	ES	DF	Equitas Academy 3	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330133686	MS	DF	Equitas Academy 4	Los Angeles Unified	Intermediate / Middle Schools (Public)	Middle Performing
19647330139121	ES	DF	Equitas Academy 5	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330138883	ES	DF	Equitas Academy 6	Los Angeles Unified	Elementary Schools (Public)	Middle Performing

<https://www.cde.ca.gov/sp/ch/performcategorydf.asp>

Dashboard Performance

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [High Performing and Low Performing] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

Inasmuch, the following charts reflect Equitas Academy #5’s 2022, 2023 and 2024 Dashboard. The Dashboard reports how districts and schools are performing on multiple state and local indicators that make up California's accountability system. The results are used to identify strengths and weaknesses and help ensure that the needs of all students are met. In prior (and current) Dashboard reporting years, performance on state indicators were and are now again reported using colors: blue, green, yellow, orange, and red. Blue represents the highest performance level while red represents the lowest performance level. These performance levels were and are now again determined using two years of data utilizing current year performance (or Status) and the difference from prior year to show growth or decline (or Change).

However, because of the COVID-19 statewide school closures in Spring 2020, the California Assessment of Student Performance and Progress (“CAASPP”) and English Language Proficiency Assessments for California (“ELPAC”) assessments were not administered. Because the Governor suspended all state-mandated assessments in Spring 2020, state indicators were not reported for the Fall 2020 and 2021 Dashboard for any school in the state of California. Therefore, for purposes of the 2022 Dashboard, and due to requirements of Assembly Bill 130, the California Department of Education could only display the then-most current year of data (or Status) on the 2022 Dashboard. Every local educational agency, school, and student group in California only

received one of five Status levels on the 2022 Dashboard based on 2021–22 school year data. These Status levels ranged from Very High, High, Medium, Low, and Very Low. Change levels and performance colors were not reported in 2022.

Equitas Academy #5’s Dashboard State Indicators, 2022 (Schoolwide)

Indicator	2022 Equitas Academy #5	2022 State of California (the “State”)	2022 Los Angeles Unified School District (“LAUSD” or the “District”)
English Language Arts	Low	Low	Low
Mathematics	Low	Low	Low
English Learner Progress	High	Medium	Medium
Chronic Absenteeism	Very High	Very High	Very High
Suspension Rate	Very Low	Medium	Very Low

Equitas Academy #5’s Dashboard State Indicators, 2023 (Schoolwide)

Indicator	2023 Equitas Academy #5	2023 State	2023 LAUSD
English Language Arts	No Performance Color	Orange	Orange
Mathematics	No Performance Color	Orange	Yellow
English Learner Progress	Red	Yellow	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Blue	Orange	Blue

Equitas Academy #5’s Dashboard State Indicators, 2024 (Schoolwide)

Indicator	2024 Equitas Academy #5	2024 State	2024 LAUSD
English Language Arts	Yellow	Orange	Yellow
Mathematics	Yellow	Orange	Yellow
English Learner Progress	Yellow	Orange	Yellow
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Green	Blue

Schoolwide, as demonstrated by the Dashboard indicators, in 2023 & 2024:

- Equitas Academy #5 performed commensurate with LAUSD in ELA and Math and outperformed the State in 2024.
- Equitas Academy #5 performed below the State and LAUSD in English Learner Progress and Chronic Absenteeism in 2023 but rebounded considerably in 2024 to be commensurate with LAUSD and outperform the State in English Learner Progress and commensurate in Chronic Absenteeism.

- Equitas Academy #5 outperformed the State in Suspension Rate and was on par with LAUSD in 2023 and 2024.

Equitas Academy #5’s Dashboard State Indicators, 2022 (English Learners)

Indicator	2022 Equitas Academy #5	2022 State	2022 LAUSD
English Language Arts	No Performance Color	Low	Very Low
Mathematics	No Performance Color	Low	Very Low
English Learner Progress	High	Medium	Medium
Chronic Absenteeism	Very High	Very High	Very High
Suspension Rate	Very Low	Medium	Very Low

Equitas Academy #5’s Dashboard State Indicators, 2023 (English Learners)

Indicator	2023 Equitas Academy #5	2023 State	2023 LAUSD
English Language Arts	No Performance Color	Orange	Red
Mathematics	No Performance Color	Orange	Red
English Learner Progress	Red	Yellow	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Blue	Orange	Blue

Equitas Academy #5’s Dashboard State Indicators, 2024 (English Learners)

Indicator	2024 Equitas Academy #5	2024 State	2024 LAUSD
English Language Arts	Yellow	Orange	Orange
Mathematics	Orange	Orange	Orange
English Learner Progress	Green	Orange	Yellow
Chronic Absenteeism	Orange	Yellow	Yellow
Suspension Rate	Blue	Green	Blue

For English Learners (“ELs”), in 2022, 2023 and 2024:

- In 2021-22, Equitas Academy #5 reported a strong English Learner Progress Indicator (“ELPI”) performance, with 57.9% of English Learners making progress toward English proficiency, exceeding both the District (average of 51.4%) and the State (average of 50.3%). However, in 2022-23, the school’s ELPI performance declined to 33.8%, falling below both the District (48.4%) and State (48.7%) averages. This sharp drop prompted Equitas to re-evaluate and refine instructional practices for English Learners the following school year. Encouragingly, in 2023-24, Equitas Academy #5 demonstrated a strong recovery, with 52.2% of English Learners making progress, once again surpassing both District (45.4%) and the State (45.7%).

Equitas Academy #5's Dashboard State Indicators, 2022 (Hispanic)

Indicator	2022 Equitas Academy #5	2022 State	2022 LAUSD
English Language Arts	Low	Low	Low
Mathematics	Low	Low	Low
English Learner Progress	Medium	Medium	Medium
Chronic Absenteeism	Very High	Very High	Very High
Suspension Rate	Very Low	Medium	Very Low

Equitas Academy #5's Dashboard State Indicators, 2023 (Hispanic)

Indicator	2023 Equitas Academy #5	2023 State	2023 LAUSD
English Language Arts	Orange	Orange	Orange
Mathematics	Yellow	Orange	Yellow
English Learner Progress	Orange	Yellow	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Orange	Blue

Equitas Academy #5's Dashboard State Indicators, 2024 (Hispanic)

Indicator	2024 Equitas Academy #5	2023 State	2023 LAUSD
English Language Arts	Orange	Orange	Orange
Mathematics	Orange	Orange	Yellow
English Learner Progress	No Performance Color	Yellow	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Orange	Blue

For Hispanic students, in 2022 - 2024:

- Equitas Academy 5's performance for Hispanic students has been consistent with the District in all measured indicators.

Equitas Academy #5's Dashboard State Indicators, 2022 (Students with Disabilities)

Indicator	2022 Equitas Academy #5	2022 State	2022 LAUSD
English Language Arts	Less than 11 students	Very Low	Very Low
Mathematics	Less than 11 students	Very Low	Very Low
English Learner Progress	Less than 11 students	Medium	Medium
Chronic Absenteeism	Less than 11 students	Very High	Very High
Suspension Rate	Less than 11 students	High	Very Low

Equitas Academy #5's Dashboard State Indicators, 2023 (Students with Disabilities)

Indicator	2023 Equitas Academy #5	2023 State	2023 LAUSD
English Language Arts	Less than 11 students	Red	Orange
Mathematics	Less than 11 students	Orange	Orange
English Learner Progress	Less than 11 students	Yellow	Orange
Chronic Absenteeism	Less than 11 students	Yellow	Yellow
Suspension Rate	Less than 11 students	Orange	Blue

Equitas Academy #5's Dashboard State Indicators, 2024 (Students with Disabilities)

Indicator	2024 Equitas Academy #5	2024 State	2024 LAUSD
English Language Arts	No Performance Color	Red	Orange
Mathematics	No Performance Color	Red	Orange
English Learner Progress	No Student Groups	No Student Groups	No Student Groups
Chronic Absenteeism	No Performance Color	Yellow	Yellow
Suspension Rate	No Performance Color	Yellow	Blue

For Students with Disabilities (“SWD”), in 2022 - 2024:

- Equitas Academy #5 had a Special Education population of 29 students in 2024 (14% of students), and 20 students in 2023. However, the student population did not meet the threshold for data to be published publicly on the CA Dashboard.

Equitas Academy #5's Dashboard State Indicators, 2022 (Socioeconomically Disadvantaged)

Indicator	2022 Equitas Academy #5	2022 State	2022 LAUSD
English Language Arts	No Student Groups	Low	Low
Mathematics	No Student Groups	Low	Low
English Learner Progress	No Student Groups	Medium	Medium
Chronic Absenteeism	Very High	Very High	Very High
Suspension Rate	Very Low	Medium	Very Low

Equitas Academy #5's Dashboard State Indicators, 2023 (Socioeconomically Disadvantaged)

Indicator	2023 Equitas Academy #5	2023 State	2023 LAUSD
English Language Arts	No Performance Color	Orange	Orange
Mathematics	No Performance Color	Yellow	Yellow
English Learner Progress	No Student Groups	Yellow	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Blue	Orange	Blue

Equitas Academy #5's Dashboard State Indicators, 2024 (Socioeconomically Disadvantaged)

Indicator	2024 Equitas Academy #5	2024 State	2024 LAUSD
English Language Arts	Orange	Orange	Yellow
Mathematics	Orange	Orange	Yellow
English Learner Progress	No Student Groups	No Student Groups	No Student Groups
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Green	Blue

For Socioeconomically Disadvantaged students, in 2022:

- Equitas Academy #5 performed the same as the State and the District in Chronic Absenteeism.
- Equitas Academy #5 performed the same as the District and ahead of the State in Suspension Rate.

For Socioeconomically Disadvantaged students, in 2023:

- Equitas Academy #5 performed below the State and the District in Chronic Absenteeism.
- Equitas Academy #5 outperformed the State in Suspension Rate and was consistent with the District.

For Socioeconomically Disadvantaged students, in 2024:

- Equitas Academy #5 outperformed the State and below the District in ELA and Mathematics
- Equitas Academy #5 performed the same as the State and District in Chronic Absenteeism, an improvement from 2023.
- Equitas Academy #5 outperformed the State in Suspension Rate and was consistent with the District.

Equitas Academy #5's Dashboard Local Indicators, 2022 (Schoolwide)

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Equitas Academy #5's Dashboard Local Indicators, 2023 (Schoolwide)

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Equitas Academy #5’s Dashboard Local Indicators, 2024 (Schoolwide)

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Measurements of Academic Performance

The law also allows Middle Performing charter schools to provide data showing measurable increases in academic achievement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined. “Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (the “SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, Equitas Academy #5 utilizes i-Ready K-8 by Curriculum Associates.

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K-4 One Year’s Growth Target, as set by iReady
Math	80%
Reading	75%

In other words, if, for example, the median Progress to Typical Growth within a school for Grade K-5 is 80% for Math, that school is determined to have met the minimum growth expectations (i.e., one year’s growth) for the purposes of California’s Verified Data and Progress Indicator requirements for Math.

Equitas Academy #5 i-Ready Reading Growth: 24-25

Equitas Academy #5 met the one year’s growth target for Reading in all grade levels (grades K-4) for 2024-25.

	Grades K-4 One Year's Growth Target	Equitas Academy #5
Reading	Grade K-4: 75%	Grade K: 139% Grade 1: 133% Grade 2: 128% Grade 3: 86% Grade 4: 130%

(See, Curriculum Associates i-Ready Diagnostic Growth Report below. Also included in larger size as Attachment 1 to this petition.)

Equitas Academy #5 i-Ready Math Growth: 24-25

Equitas Academy #5 met the one year's growth target for Math in all grade levels (grades K-4) for 2024-25.

	Grades K-4 One Year's Growth Target	Equitas Academy #5
Math	Grade K-4: 80%	Grade K: 144% Grade 1: 134% Grade 2: 110% Grade 3: 119% Grade 4: 102%

(See, Curriculum Associates i-Ready Diagnostic Growth Report below. Also included in larger size as Attachment 3 to this petition)

Charter Renewal Criteria Conclusion

Equitas Academy #5 is a Middle Performing school whose 2023 and 2024 schoolwide and subgroup performance, when providing greater weight to performance on measurements of academic performance, demonstrates that the Charter School is performing the same, and in some cases, is outperforming the State (and the District) on the state indicators included in the Dashboard. The Charter School also met all standards for the local indicators reported on the Dashboard.

Additionally, Equitas Academy #5 provided substantial data and evidence to clearly and convincingly demonstrate that the Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

In summary, a charter petition renewed pursuant to Education Code Section 47607.2(b) (Middle Performing) shall be granted a renewal term of 5 years. **As clearly demonstrated by the evidence above, Equitas Academy #5 meets this renewal criterion, and should be granted a renewal term of 5 years.**

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

1.1 GENERAL INFORMATION

The contact person for the Charter School is:	Dr. Sofia Roditti, CEO
The contact address for the Charter School is:	1612 W. Pico Boulevard

The contact phone number for the Charter School is:	(213) 201-5940
The current address of the Charter School is:	1612 W. Pico Boulevard Los Angeles, CA 90015
This location is in the LAUSD Board District:	5
This location is in the LAUSD Local District:	West
The grade configuration of Charter School is:	TK-4
The number of students in the first year will be:	185
The grade level(s) of the students in the first year will be:	TK-4
The Charter School’s scheduled first day of instruction in 2025-2026 is:	August 11, 2026
The enrollment capacity is:	500
The type of instructional calendar (e.g., traditional/year- round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	8:15 a.m. – 3:15 p.m. (Monday-Thursday) 8:15 a.m. – 1:15 p.m. (Friday)
The term of this Charter:	July 1, 2026, to June 30, 2031

1.2 PERFORMANCE OVER THE CURRENT CHARTER TERM

Equitas Academy #5 prepares every student for college, career, and life pursuits and inspires them to be champions of equity. In 2018, Equitas Academy #5 was first approved by the Los Angeles Unified School District Board of Education for a five-year term (July 1, 2018 – June 30, 2023) to operate in Los Angeles’ Pico-Union neighborhood. Equitas Academy #5 opened its doors to students in August 2019. Due to the COVID-19 pandemic and related statutory extensions, the Charter School’s renewal term was extended to June 30, 2026. Equitas Academy #5 is operated by Equitas Academy Charter School, Inc. (“Equitas”), which also operates:

Equitas Academy: 416 students in grades TK-4; opened 2009
California Gold Ribbon School

Equitas Academy 2: 426 students in grades 5-8; opened 2013,

*California Gold Ribbon School &
2024 California Distinguished School*

Equitas Academy 3: 423 students in grades TK-4; opened in 2015

Equitas Academy 4: 433 students in grades 5-8; opened in 2017
2024 California Distinguished School

Equitas Academy 5: 177 students in TK-4, opened in 2019

Equitas Academy 6: 206 students in TK-4, opened in 2020

The organization derives the name “Equitas” from the Latin word for justice, equity and fairness. The name guides a founding principle centered on equitable outcomes for all students. Each of Equitas’ schools is in the Pico-Union community, where our Founder and original Chief Executive Officer (“CEO”), Malka Borrego, was raised. Consistent improvements in student achievement have been a result of Equitas’ commitment to a community-centered approach where families, students, and staff collectively create a strong culture of learning and growth. Ms. Borrego founded our first school, Equitas Academy, in 2009 following her participation in the Building Excellent Schools Fellowship program, a national incubator and school leader training program that has led to the opening of 120+ charter schools located in 29 high-need urban areas, including some of the nation’s top-performing urban schools.

In Summer 2022, Ms. Borrego moved on from Equitas to explore other professional endeavors and, following a national search, the Equitas Board of Directors hired Dr. Sofia Roditti to lead Equitas. Dr. Roditti provides Equitas with over 28 years of teaching and leadership experience in K-12 public education in California. As a daughter of immigrants, Dr. Roditti was taught by her parents to dream boldly, work hard, and uphold social justice. These values and her experiences as a Latina growing up in Los Angeles propelled her towards a lifelong commitment to learning from and serving the most marginalized communities and leading for equity. Dr. Roditti has held an array of positions throughout her career, starting with her time as a teacher in South Central Los Angeles. She also has experience leading large organizations. As a school principal, she led Roosevelt High School at a time when it had over 5,000 students and a satellite location. As the Chief of Staff at San Diego Unified School District, she served as second in command in the second largest district in the state of California. Dr. Roditti holds a Master’s Degree in Educational Leadership from Cal State Fullerton and a Doctorate of Education from the University of Southern California.

Dr. Roditti's leadership has focused on continuing to strengthen Equitas’ commitment to providing high quality schools to the students and families in Pico-Union. Dr. Roditti has led the development of a new mission and vision which more accurately represents the evolution of the organization’s identity. Amplifying voices has been the hallmark of the visioning process and the development of a six-year strategic plan. Throughout the eighteen-month process, a diverse group of educational partners, including students, parents, teachers, staff, and community

members participated in the strategic planning effort. The Equitas team, with Dr. Roditti's leadership continues to provide a unique place to learn and grow, grounded in an indelible commitment to the Pico-Union community. The launch of Equitas' very first high school represents a bold step forward in fulfilling that vision—ensuring students can thrive within a continuous, community-rooted pathway from early learning through college and beyond.

Equitas is proud of its accomplishments over its fifteen-year history, including:

- The first middle school, Equitas Academy #2, received a 2016 Gold Ribbon School designation, and recently received 2024 California Distinguished School recognition.
- The second middle school, Equitas Academy #4, also received 2024 California Distinguished School recognition.
- In 2020, Equitas Academy, Equitas Academy #2, and Equitas Academy #3 were identified within the list of the top public schools in Los Angeles County by a report published by Innovate Public Schools and by the USC Sol Price School of Public Policy and the USC Rossier School of Education.
- In 2022 Equitas Academy, Equitas Academy #2, Equitas Academy #3 and Equitas Academy #4 were named in the top 30% of public charter schools across the state of California by US News and World Report.
- In 2025, Equitas Academy merged with Collegiate Charter High School of Los Angeles, fulfilling a promise to families to provide a TK-12 Equitas education for students in Pico-Union.

Equitas' theory of action for improved outcomes is grounded in investing in our leaders and educators. Leaders and educators have attended comprehensive and continuous professional development including:

- Deloitte Courageous Principals Program, April 2023
- Attuned Educational Partners, Leadership Training, 2021-2023
- Attuned Educational Partners, Leader and Educator Training on Expeditionary Learning English Language Arts Curriculum, 2021-2024
- Middle School i-Ready Reading and Math Diagnostic Training, 2023-2024
- Leap Educational Consulting, Middle School Leadership Training on Achievement First Math curriculum implementation and coaching, 2022-2024
- Science of Reading Literacy Framework, Approaches and Instructional Practices, 2023-2024
- LETRS (Language Essentials for Teachers of Reading and Spelling) Training and Certification for Teachers and School Leaders
- Equitas USC Rossier School of Education Demonstration Classroom partnership, 2024-2027

Success Of Key Features Of The Educational Program

Demand for Equitas' schools has been strong in Pico-Union. Equitas Academy #5, like all Equitas schools, offers a small school environment with individualized attention, fostering strong

relationships between staff and students and maintaining close communication between school and home, making it a strong choice for families. Equitas Academy #5 counts on solid partnership with families to ensure student success. The Charter School’s revised Mission and Vision for 2030, alongside our new Learner Profile, reflects the outcomes of our TK-4 educational experience, and collectively guides the intentions and actions of the Equitas Academy #5 charter.

Equitas Academy #5’s Academic Performance

Academic Performance Data and Comparative Performance Indicators

Equitas Academy Charter Schools leverage proven practices, which are the foundation of the program at Equitas Academy #5. The Mission, Vision, Values, Equitas Approach, Learner Profile, and Vision 2030 Strategic Plan reflect an innovative and collaborative approach that ensures the Charter School will meet its students’ academic, social and emotional needs. The proven success of the model is helping to demonstrate that all children, including those who are English Learners, Socioeconomically Disadvantaged, Hispanic/Latino/a, and Students with Disabilities, and those who come from families where the adults have not completed high school, can and will meet the expectations outlined in the Equitas Learner Profile. The Vision 2030 Strategic Plan priorities and goals work together to continuously channel collective energies to prepare students for college, careers, and life pursuits, and inspire them to be champions of equity.

The following section includes detailed data analysis which demonstrates Equitas Academy #5’s student achievement including comparisons to LAUSD students, California students, and “neighborhood schools” that Equitas Academy #5 students would otherwise attend based on their current enrollment addresses.

Equitas Academy #5’s CAASPP-SBAC Proficiency Rates

Equitas Academy #5’s Charter started July 1, 2018, which began its year long preparation focused on creating the conditions for a high achieving school culture and a community school where students, families and staff all contributed to the success of every student. Instead of opening its doors in Fall 2018, Equitas Academy #5 experienced facility delays, which pushed their opening to Fall 2019. Meanwhile, Equitas Academy #5 and Equitas Network leadership began planning to implement a similar school design and instructional program like its sister schools, Equitas Academy and Equitas Academy #3. At that time, the design and instructional programming of both sister schools contributed to their significantly higher performance compared to LAUSD and the state in DFS and in the percentage of students meeting or exceeding standards on the ELA and Math CAASPP assessments.

EQ5 Key Events	2019-20	2020-21	2021-22	2022-23	2023-24
Site Location	Facility delayed in Fall 2018. Equitas #3 site	Remote learning continued	Fall 2021, new Equitas #4 site housed 1st and 2nd	Fall 2022, Equitas Academy #5 moved into a	1612 W. Pico Blvd. Los

	housed Equitas #5 for opening in Fall 2019. Remote learning began March 2020 for both schools.	due to COVID-19. Facility completion was further delayed by COVID-19.	Graders. Building would not allow for Kinder, so those students transferred to Equitas Academy #6.	permanent facility, 1612 W. Pico Blvd. Los Angeles, CA 90015.	Angeles, CA 90015
Grades Served	K	K-1	1-2	TK-3	TK-4
Enrollment	120	110	116	175	214
CAASPP Testing Grades	N/A	N/A	N/A	3	3-4

Equitas Academy #5 opened with kindergarten students only in Fall 2019, planning to add one grade per year while its facility was being renovated. Due to facility delays, Equitas Academy #5 co-located with Equitas Academy #4 in Fall 2021, which prevented the Charter School from sustaining its growth pattern and limited growth to only first and second grades. Also, due to the structural layout of the new Equitas Academy #4’s building, Equitas Academy #5 had to encourage its Kindergarten students to enroll into Equitas Academy #6 for the 2021-2022 school year. In Fall 2022, Equitas Academy #5 resumed its initial growth pattern and enrolled Transitional Kindergarten through third grade students because it moved into its current and permanent location. It is important to note that all of the school’s founding 2019 Kindergarten students moved between multiple sites, and they were negatively impacted by COVID-19 because the Charter School also had to switch to virtual learning in the midst of learning foundational reading skills. Thus, Equitas Academy #5’s first third grade class testing in 2023 CAASPP DFS data reflects an interruption in school design and instructional programming implementation.

2023 CAASPP	EQ5		LAUSD		State	
	ELA DFS	Math DFS	ELA DFS	Math DFS	ELA DFS	Math DFS
All Students	-48.6	-36.4	-32.4	-67.3	-13.6	-49.1
EL	-54.4	-33.5	-87.8	-106	-67.7	-93.4
Hispanic/Latino	-46.8	-36.5	-43.1	-78.9	-40.2	-80.8
SED	-51.3	-35.9	-46.1	-78.4	-42.6	-80.8
SWD	Data Privacy	Data Privacy	-111.8	-140.3	-96.3	-127.3

Although Equitas Academy #5’s first tested third grade class of the charter term endured multiple school moves and online learning due to COVID-19, their Spring 2023 data demonstrated strengths. The Charter School administered CAASPP to two third grade classes in Spring 2023. Overall, the Charter School outperformed LAUSD and the state in Math with a DFS of -36.4, but underperformed in ELA with a DFS of -48.6. Equitas Academy #5’s significant subgroups (EL’s, Hispanic/Latino, and SED) all outperformed LAUSD and the state by significant margins in Math. Moreover, Equitas Academy #5’s EL’s outperformed LAUSD and the state in both ELA and Math, while both Hispanic/Latino and SED subgroups slightly underperformed similarly in ELA.

2024 CAASPP	EQ5		LAUSD		State	
	ELA DFS	Math DFS	ELA DFS	Math DFS	ELA DFS	Math DFS
All Students	-50.5	-34.4	-28.2	-60.4	-13.2	-47.6
EL	-49.1	-32	-78.7	-95.4	-67.6	-93.4
Hispanic/ Latino	-50	-34.7	-38.9	-72.6	-39.3	-79.2
SED	-51.4	-34.7	-40.2	-72.6	-40.9	-78.2
SWD	-45.8	-9.8	-106.9	-131.3	-95.6	-124.3

Equitas Academy #5 administered CAASPP to four cohorts (two 3rd grade classes and two 4th grade classes) in Spring 2024, which was its second full school year in its permanent location. Students continued to significantly outperform LAUSD and the state in Math with a DFS of -34.4 overall. All subgroups also significantly outperformed LAUSD and the state in Math by double digits. However, those classes’ and subgroups’ ELA DFS, -50.5, reflected a year and a half of online foundational reading instruction, a final facility move and a new ELA curriculum was adopted in Fall 2022 to strengthen English instruction and better support all student needs.

Although two subgroups, Hispanic/Latino and SED (parallel subgroups), which are essentially the same group of students, underperformed LAUSD and the state in ELA, Equitas Academy #5 EL’s and SWD’s outperformed both local and state subgroups. The school’s English Learner’s ELA DFS, -49.1, and their SWD’s ELA DFS, -45.8, exemplified strong support of those subgroups regardless of remote learning, multiple facility moves and new curriculum implementation. Equitas Academy #5’s 2023 and 2024 subgroup data reflected the ability to meet the needs of both predominant subgroups.

Equitas Academy #5’s 2023 and 2024 CAASPP data represent second and third school years after remote learning. As students returned to in-person instruction, they faced various post-pandemic challenges and they navigated academic gaps as a result of a year and a half of remote learning. Despite the school's efforts to provide a supportive environment with personalized attention,

strong staff-student relationships, and close communication with families, students at Equitas Academy #5 struggled to exemplify the pre-pandemic levels of learning demonstrated at their model sister schools. This was likely correlated with the significant impact of the pandemic on the Pico-Union community. Multiple studies noted the outsized impact that Pico-Union experienced due to higher rates of pandemic-related deaths, unemployment, food insecurity, and limited internet access.

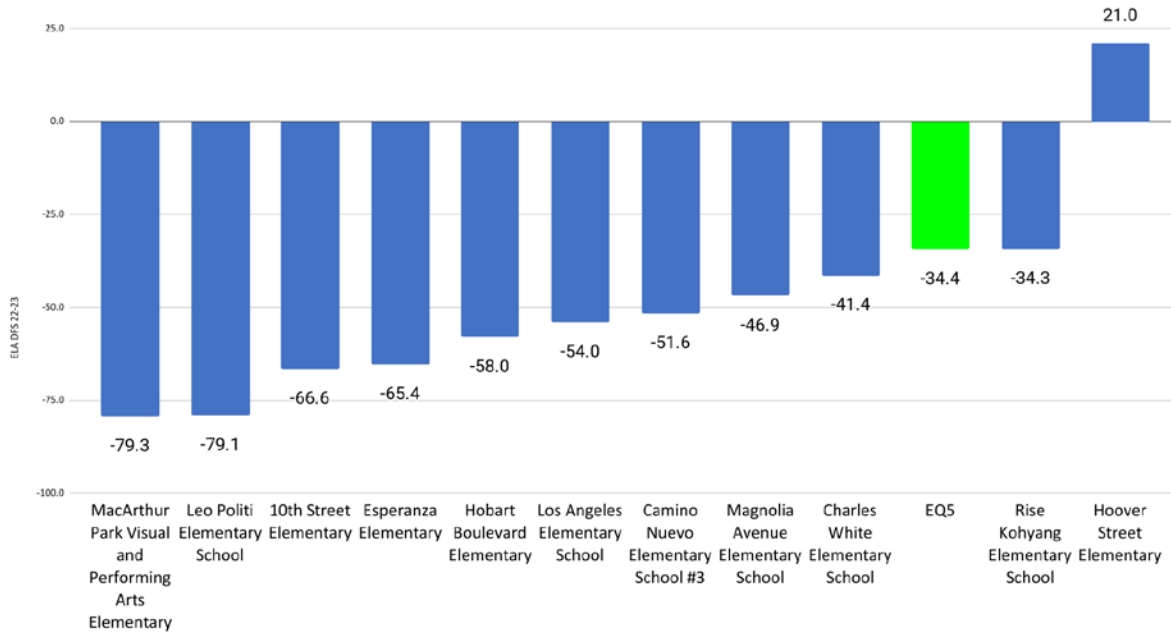
In summary, Equitas Academy #5's 2023 and 2024 CAASPP data reflect their commitment and ability to provide a high quality education experience for Pico Union families and students in the midst of facility delays and as all schools rebounded from COVID. Equitas Academy #5 has established a strong instructional foundation because it adopted many successful teaching and learning practices from its high performing sister schools. Moreover, the Charter School also grew a research-based Transitional Kindergarten program, which is also described in more detail later in the petition. Overall, Equitas Academy #5 is on the road to fulfilling its mission and vision in the Pico Union community.

Pico Union Students Are Thriving At Equitas Academy #5

Equitas Academy #5 primarily serves students from the Pico Union community. Our student population includes a high percentage of students of color who are not only socio-economically disadvantaged, most of those same students also enter as English Learners too. The Latino and the socio-economically disadvantaged subgroups have parallel data because they are largely the same group. Equitas Academy #5 also supports SWD at comparable percentages to the District and State. When compared to nearby LAUSD schools ("Resident Schools") over the last two school years, Equitas Academy #5's CAASPP Distance From Standard ("DFS") data shows it is one of the highest performing schools serving Pico Union in both ELA and Math.

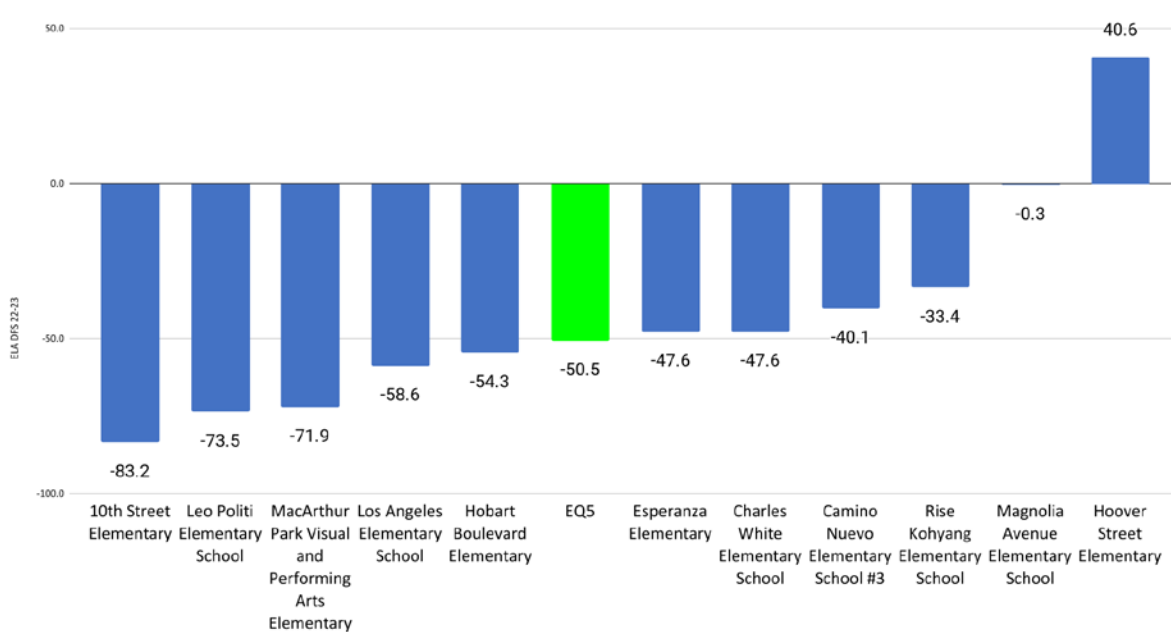
In 2023, Equitas Academy #5's ELA DFS, -34.4 was third when compared to the closest LAUSD schools.

2023 English Language Arts: Distance From Standard



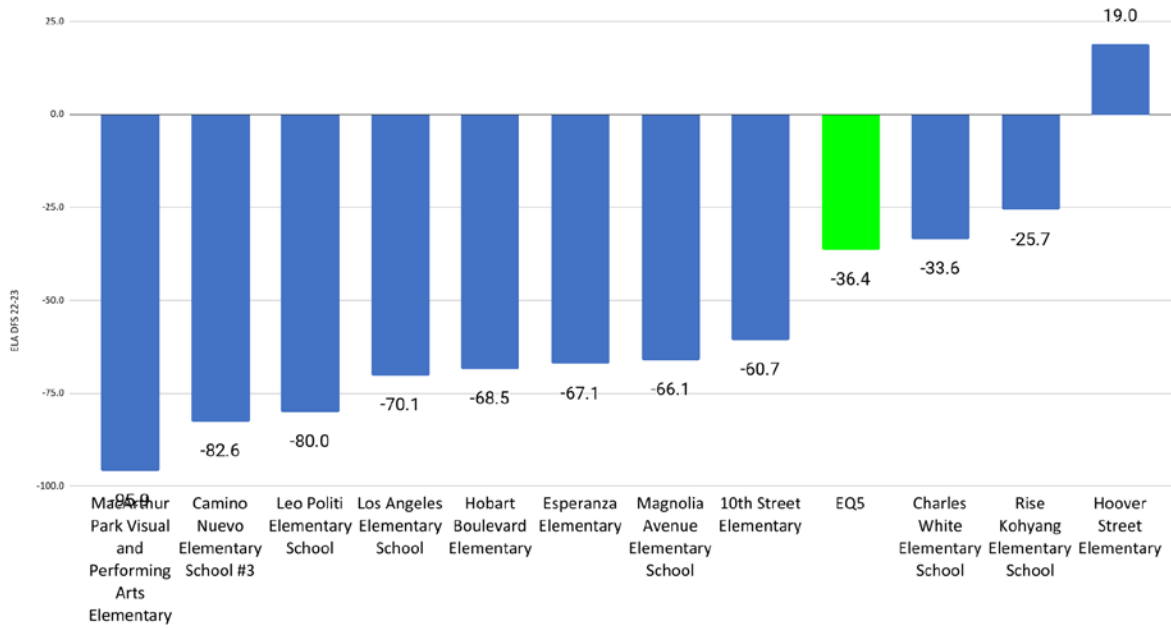
Whereas in 2024, Equitas Academy #5’s ELA DFS, -50.5, was middle in comparison to those same schools.

2024 English Language Arts: Distance From Standard

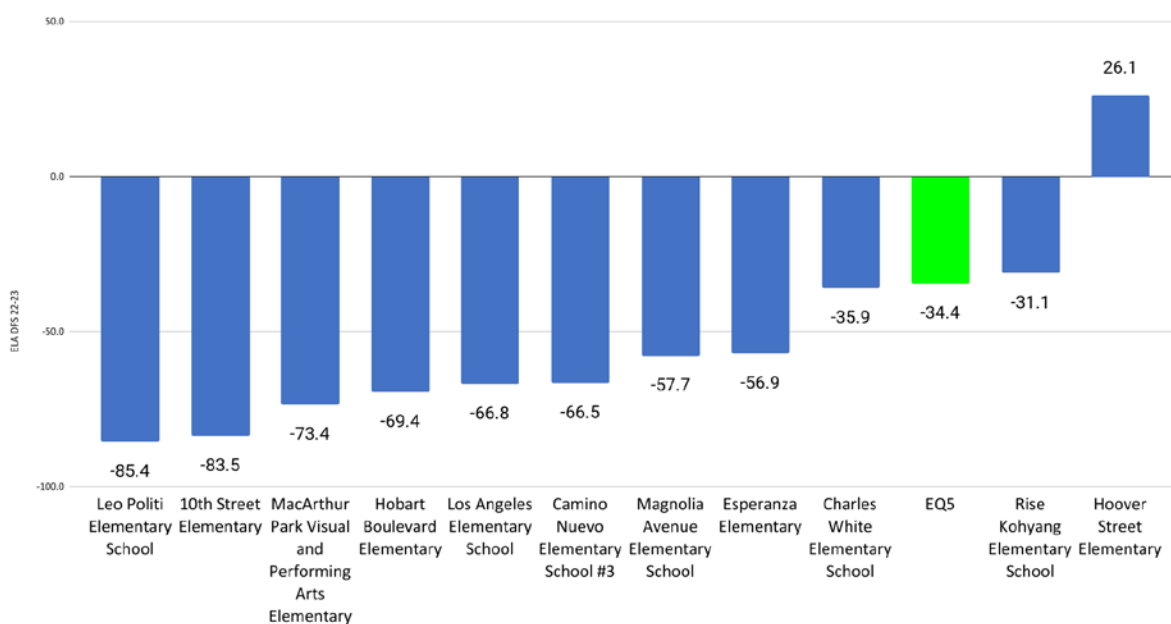


However, in both the 2023 and 2024 school years, Equitas Academy #5's Math DFS, -36.4 and -34.4 respectively, exemplified the schools' strength in math instruction.

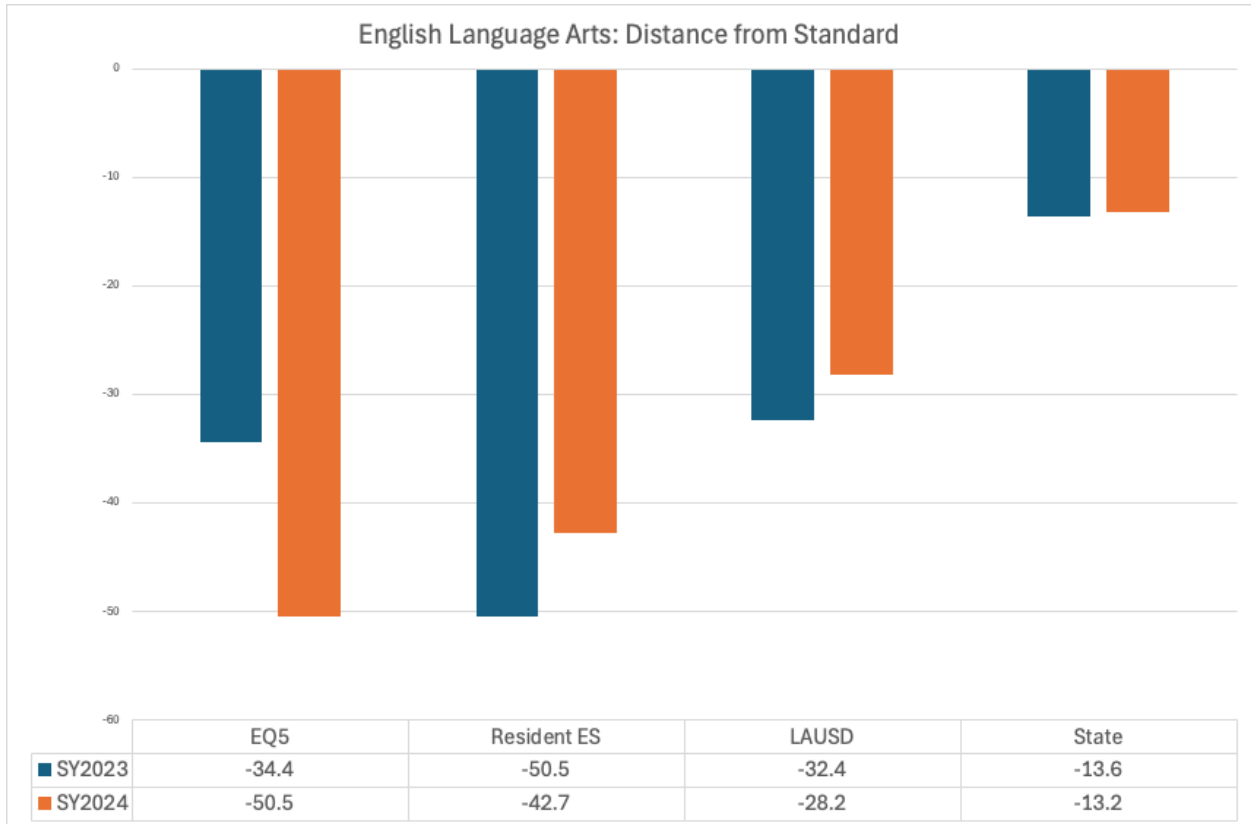
2023 Math: Distance From Standard

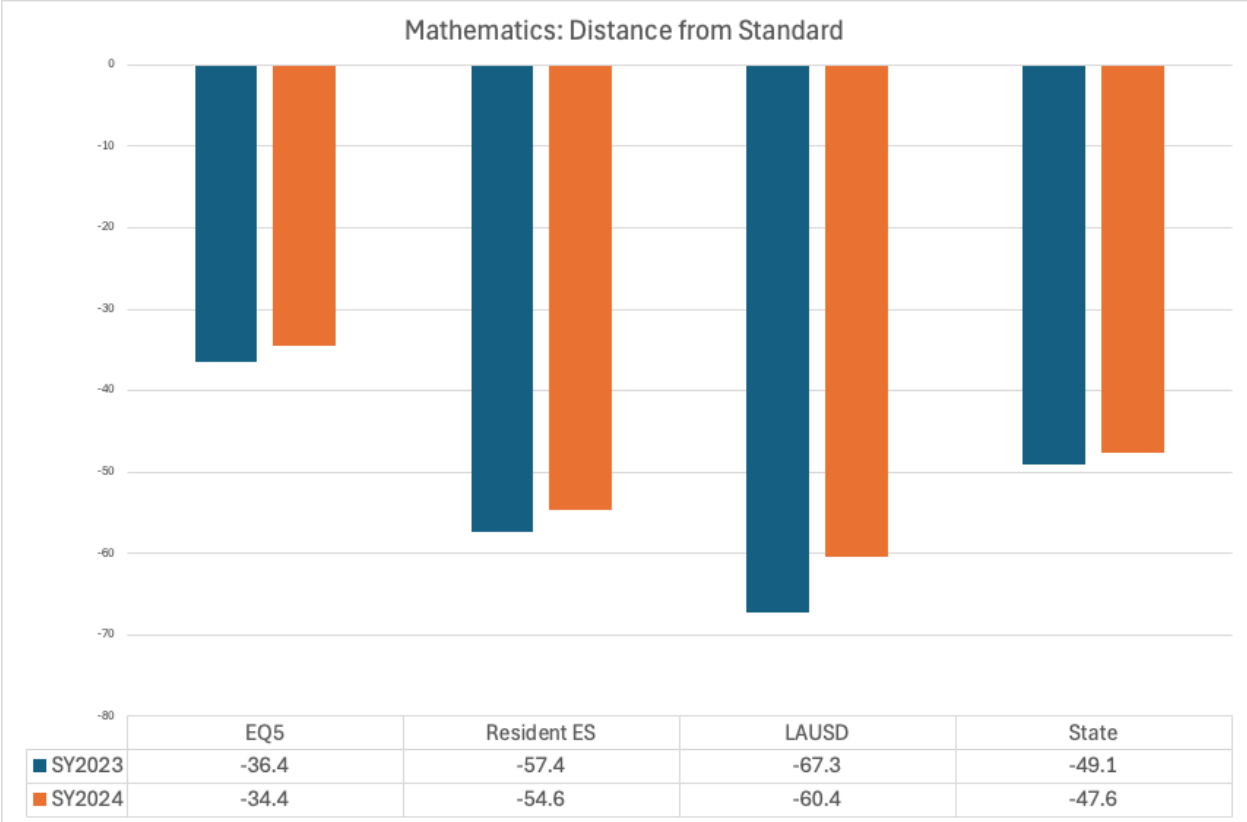


2024 Math: Distance From Standard



While Equitas Academy #5’s ELA DFS slid to the middle when compared to these Resident Schools, their **students’ performance in Math DFS has been consistently amongst highest performing schools serving Pico Union families and students.**





Equitas Academy #5’s comprehensive Math instruction continues to be a hallmark of their instructional program. Based on Equitas Academy #5’s comparison to these Resident Schools, LAUSD overall, and the state, it has demonstrated that it is clearly a strong elementary option for Pico Union families.

Equitas Academy #5’s Verified Data Journey: from NWEA MAP to i-Ready

Equitas Academy #5 used NWEA MAP Reading and Math diagnostics as verified data sources in 2023-2024, but Equitas Academy Elementary schools replaced them with i-Ready Reading and Math diagnostics at the beginning of the 2024-2025 school year. Equitas Academy Charter Middle schools piloted i-Ready Reading and Math assessments at the beginning of the 2023-2024 school year, and they benefited from not only the adaptive testing capabilities similar to NWEA MAP, but i-Ready’s adaptive interventions and standards-based lessons were more supportive and useful for helping leaders and teachers meet the individual needs of every student. Both program’s Reading and Math diagnostics were used to measure student mastery of standards at the beginning of the year (“BOY” in August/September), middle of the year (“MOY” in December/January), and at the end of the year (“EOY” in May/June). And, both programs enabled Equitas Academy #5 to progress monitor students’ ability to meet their respective Typical Annual Growth targets in different but useful ways.

In 2023-2024, Equitas Academy #5’s NWEA MAP diagnostics in Reading and Math revealed the following data for all students and subgroups:

ELA - All Students

The verified report showed that the CGI¹ in grades K (-2.84), 1 (-.42), and 2 (-.17) did not show one year's progress in ELA. For grades 3 (.4) and 4 (.37), one year's progress was shown. Although two grade levels were able to show one year's progress. Overall the Charter School did not show one year's progress in ELA (-2.66).

Math - All Students

The verified report showed that the CGI in grades K (.5), 2 (.22), 3 (1.2) and 4 (4.17) showed one year's progress in math. In grade 1 (-.82), one year's progress was not shown. Overall, the Charter School showed over one year's progress in math (5.27).

ELA - Numerically Significant Student Group(s)

For EL students by grades, K (.39), and 1 (.11) showed a year's growth in ELA, while grades 2 (-1), 3 (-.6) and 4 (-1.08) did not show a year's growth. Overall EL as a whole did not show a year's growth in ELA (-2.18).

For Hispanic or Latino students by grades, 3 (.4) and 4 (.33) showed over a year's growth, while grades K (-2.97), 1 (-1.23) and 2 (-.17) did not show a year's growth. Overall, Hispanic/Latino students did not show a year's growth (-3.64).

Math - Numerically Significant Student Group(s)

For EL students by grades, all grade levels, and overall showed a year's growth in math (7.88). For Hispanic or Latino students, grades K (.72), 2 (.22), 3 (1.2) and 4 (4.17) showed a year's growth in math, while grade 1 (-1.05) did not show a year's growth. Overall, Hispanic or Latino students showed a year's growth in math (5.26).

Overall, Equitas Academy #5's NWEA MAP 2023-2024 verified data revealed strengths by grade levels and within subgroups in ELA, and all students and subgroups demonstrated Typical Annual Growth in Math.

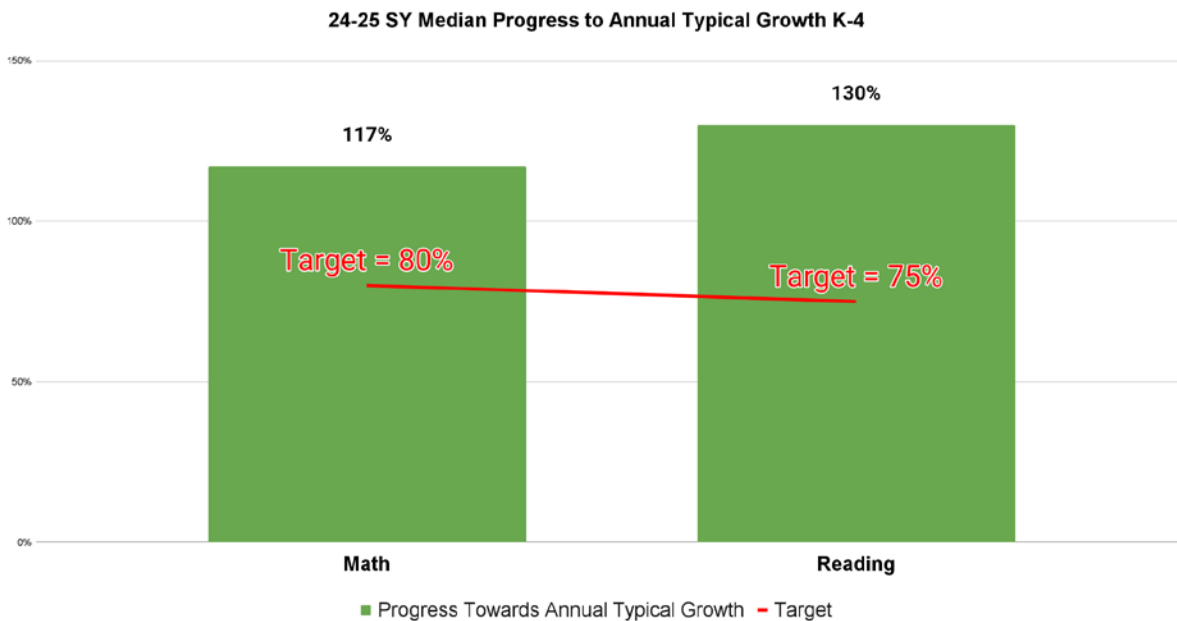
¹ The conditional growth index (CGI) is a normative growth metric. It is a standardized measure of observed student or school growth compared to the 2020 NWEA student or school growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject in which they tested, and the amount of instructional time between two test events.

The CGI expresses student growth in standard deviation units above or below the growth norms. A CGI score of zero indicates a student showed the same amount of growth as the growth norms. Positive CGI scores indicate that a student's growth exceeded the growth norms, whereas negative CGI scores indicate that a student's growth was less than the growth norms. A CGI score of 1.0 means a student's growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student's growth is one standard deviation below the growth norm. The CGI allows for growth comparisons to be made between students of differing achievement levels, and across different grades and subject areas.

Equitas Academy #5 used i-Ready’s Median Progress to measure Annual Typical Growth of its students in Reading and Math per the publisher’s guidance for Charter renewal as seen in the following table:

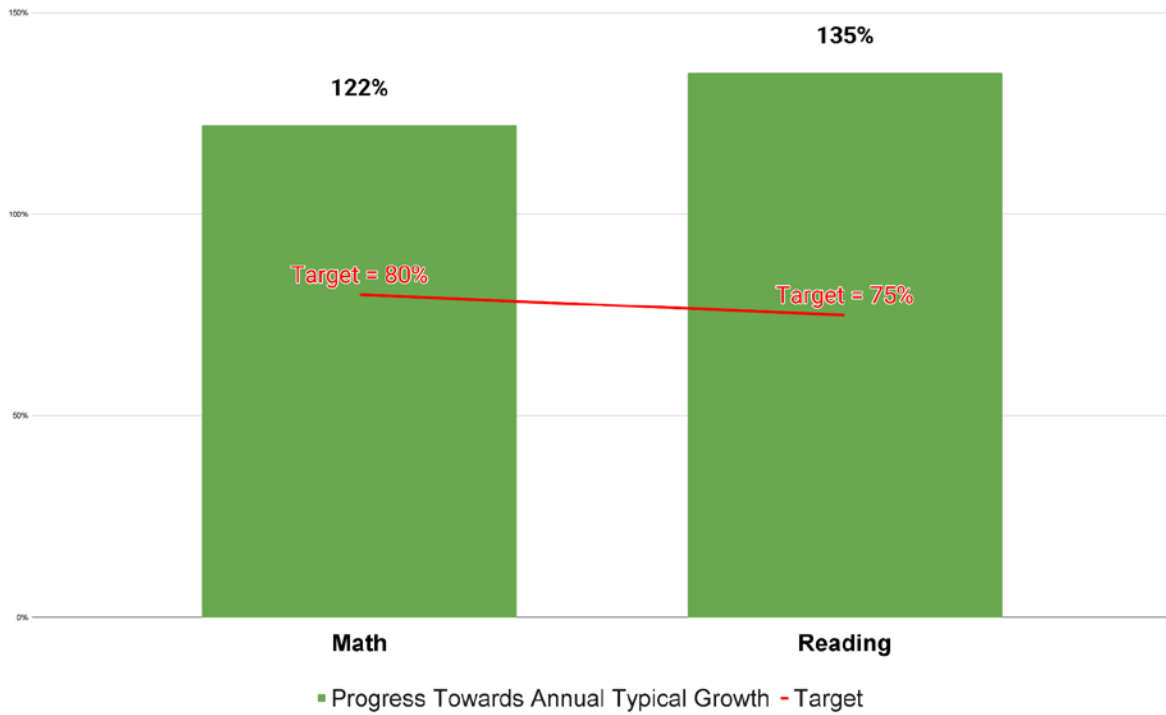
Content	Grade K-5
Math	80%
Reading	75%

Equitas Academy #5’s median progress to annual typical growth for grades K-4 was 117% for Math and 130% for Reading in 2024-2025.

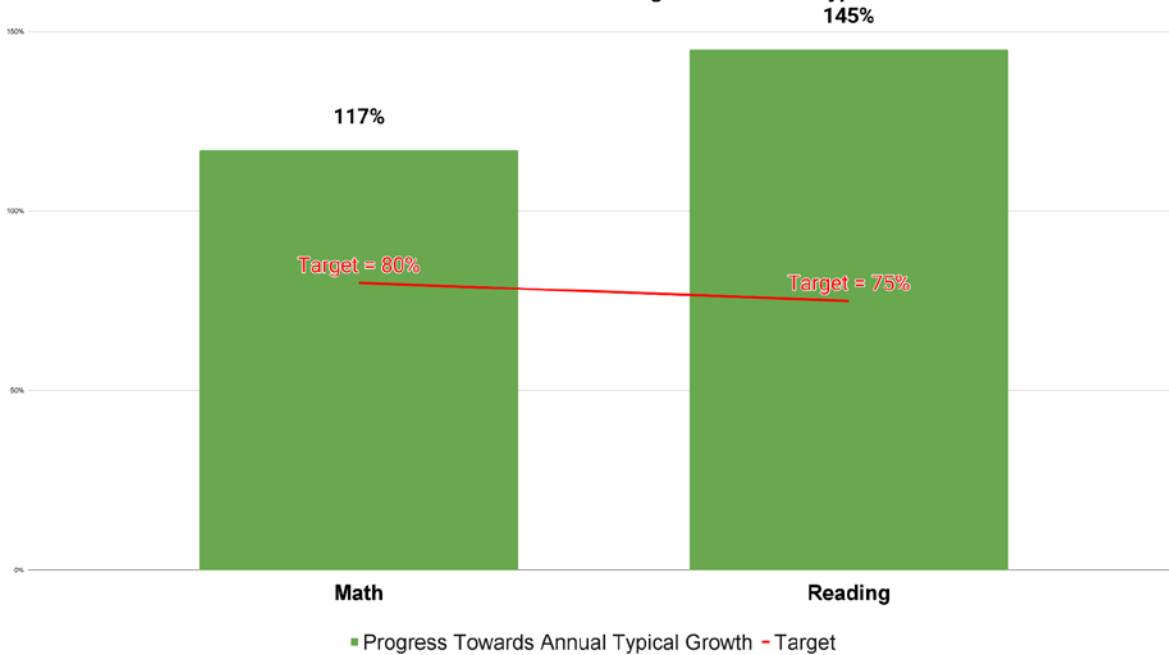


Furthermore, the median progress to Annual Typical Growth for numerically significant subgroups also exceeds the targets set by i-Ready’s publisher as shown in the following tables:

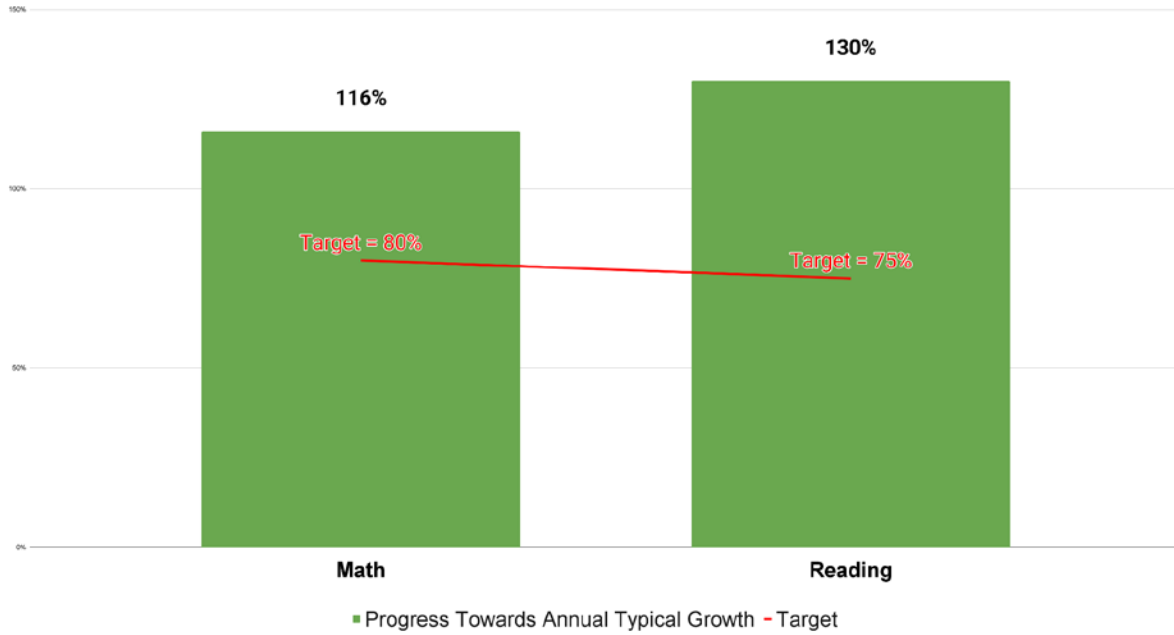
English Learner 24-25 SY Median Progress to Annual Typical Growth K-4



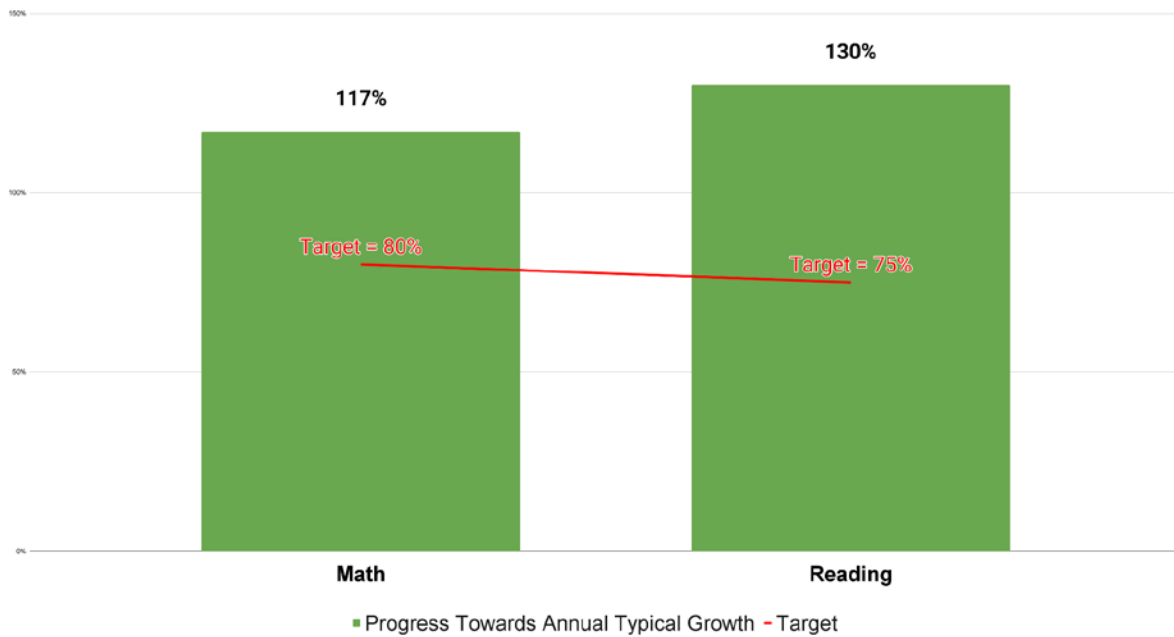
Students with Disabilities 24-25 SY Median Progress to Annual Typical Growth K-4



Hispanic/Latino 24-25 SY Median Progress to Annual Typical Growth K-4



Socio-economically Disadvantaged 24-25 SY Median Progress to Annual Typical Growth K-4



Equitas Academy #5's 2023-2024 i-Ready Reading and Math subgroups' data by grade levels further demonstrated the positive impact of the program's differentiated, standards-based interventions as well. The following data in the charts below shows how all subgroups by grade exceeded the publisher's ELA Targets, whereas only one subgroup did not exceed the Annual Typical Growth Math targets by grade:

i-Ready Reading 2024-2025	Grades K-4 One Year's Growth Target	Equitas Academy #5
Reading English Learners	Grade K-4: 75%	Grade K: 141% Grade 1: 119% Grade 2: 99% Grade 3: 78% Grade 4: 148%

i-Ready Reading 2024-2025	Grades K-4 One Year's Growth Target	Equitas Academy #5
Reading Hispanic/Latino	Grade K-4: 75%	Grade K: 137% Grade 1: 127% Grade 2: 123% Grade 3: 86% Grade 4: 130%

i-Ready Reading 2024-2025	Grades K-4 One Year's Growth Target	Equitas Academy #5
Reading Students With Disabilities	Grade K-4: 75%	Grade K: 133% Grade 1: 119% Grade 2: 156% Grade 3: 94% Grade 4: 196%

i-Ready Math 2024-2025	Grades K-4 One Year's Growth Target	Equitas Academy #5
Math Socio-economically Disadvantaged	Grade K-4: 80%	Grade K: 150% Grade 1: 134% Grade 2: 112% Grade 3: 117% Grade 4: 102%

i-Ready Math 2024-2025	Grades K-4 One Year's Growth Target	Equitas Academy #5
Math English Learners	Grade K-4: 80%	Grade K: 138% Grade 1: 126% Grade 2: 107% Grade 3: 103%

		Grade 4: 122%
--	--	---------------

i-Ready Math 2024-2025	Grades K-4 One Year's Growth Target	Equitas Academy #5
Math Hispanic/Latino	Grade K-4: 80%	Grade K: 155% Grade 1: 126% Grade 2: 111% Grade 3: 119% Grade 4: 102%

	Grades K-4 One Year's Growth Target	Equitas Academy #5
Math Students With Disabilities	Grade K-4: 80%	Grade K: 182% Grade 1: 169% Grade 2: 62% Grade 3: 162% Grade 4: 113%

i-Ready Math 2024-2025	Grades K-4 One Year's Growth Target	Equitas Academy #5
Math Socio-economically Disadvantaged	Grade K-4: 80%	Grade K: 150% Grade 1: 134% Grade 2: 112% Grade 3: 117% Grade 4: 102%

Equitas Academy #5 has used its i-Ready Reading and Math data to create supports and interventions for students all year long. Leaders and teachers analyzed BOY data to create small group instruction opportunities for students during the day and after school. Teachers also assigned students specific lessons based on the standard mastery reports in i-Ready. Students were also allowed to use i-Ready in after school programming and at home. After school small groups helped students complete lesson assignments and allowed students more practice time in both Reading and Math. After MOY i-Ready diagnostics, leaders and teachers adjusted daytime and after school small groups based on their new data. And, families were introduced to their students' i-Ready Reading and Math performance in Trimester Family Conferences. Equitas Academy #5 will continue to leverage i-Ready to help all students meet their Annual Typical Growth Goals and progress monitor standards-mastery.

Both Equitas Academy #5's CAASPP data and its i-Ready verified data have exemplified its ability to be a high-quality school option for Pico Union families and students in both ELA and Math.

Equitas Academy #5 Supports English Learners

In 2021-22, the Charter School reported a strong ELPI performance, with 57.9% of English Learners making progress toward English proficiency. This exceeded both the LAUSD average of 51.4% and the California state average of 50.3%. (Note: Equitas Academy #5 did not have ELPI data available for the 2019-20 and 2020-21 school years, due to the impact of the COVID-19 pandemic on assessment and reporting.)

Equitas Academy #5 English Language Progress Indicator (ELPI) Data: 2019 – 2024					
	ELPI 2019-20	ELPI 2020-21	ELPI 2021-22	ELPI 2022-23	ELPI 2023-24
Equitas Academy #5	N/A	N/A	57.9%	33.8%	52.2%
LAUSD	N/A	N/A	51.4%	48.4%	45.4%
California	N/A	N/A	50.3%	48.7%	45.7%

However, in 2022-23, the school’s ELPI performance declined to 33.8%, falling below both the district (48.4%) and state (48.7%) averages. This sharp drop prompted the Charter School to re-evaluate and refine instructional practices for English Learners the following school year. Encouragingly, in 2023-24, Equitas Academy #5 demonstrated a strong recovery, with 52.2% of English Learners making progress, once again surpassing both LAUSD (45.4%) and the state (45.7%). Equitas Academy #5 remains dedicated to ensuring that all English Learners make meaningful progress toward proficiency.

Equitas Academy #5 Reclassification Data: 2019 – 2024				
	Reclassification 2019-20	Reclassification Rate 2020-21	Reclassification Rate 2021-22	Reclassification Rate 2022-23
Equitas Academy #5	0%	9.1%	17%	12%
LAUSD	15.8%	5.4%	N/A	N/A

California	13.8%	6.9%	N/A	N/A
------------	-------	------	-----	-----

Source: Data Quest

From 2019 to 2024, Equitas Academy #5’s reclassification rate for English Learners showed growth but fluctuated. Starting at 0% in 2019-20 (due to not having data from the previous school year), the rate rose to 9.1% in 2020-21, surpassing LAUSD (5.4%) and California (6.9%). It peaked at 17% in 2021-22 before dropping to 12% in 2022-23. While data for LAUSD and California is unavailable for the last two years, Equitas Academy #5 demonstrated overall progress despite some variation.

Average Daily Attendance and Student Retention

In addition to academic achievement data, Equitas Academy #5 has maintained a strong Average Daily Attendance (“ADA”). Over the last three years, ADA has averaged 90.7%. An Operations team member tracks attendance, chronic absenteeism and truancy and provides a report to the School Operations Manager and Principal for further consideration, and possible additional support. This support comes from multiple sources including but not limited to the Community Schools Coordinator, School Counselor, the School Attendance Review Team (“SART”), and/or Student Success Team (“SST”) as needed.

Additionally, at Equitas Academy #5, we created both an incentive plan to motivate scholars to attend school and a response plan when scholars' attendance was inconsistent. For families at risk of being Chronically Absent, the School Operations Manager, the Community Schools Coordinator, and the Principal meet with each family to work together in order to create an action plan to improve scholar attendance. The tiers of intervention are detailed in the table below.

The Tiers of Intervention

Levels	Description	How
Foundational Strategies	Practices for the whole school that promote positive conditions for learning. When positive conditions are in place, students are more likely to attend and be engaged. (See graphic below).	Making school Fun
Tier 1	Strategies are aimed at encouraging better attendance for all students and at preventing absenteeism before it affects achievement. Some examples include: <ul style="list-style-type: none"> Weekly shout outs for the homeroom with the highest ada shared during our Community Meetings and via our staff Weekly. A monthly incentive for the homeroom who earned the highest average daily attendance for the month. 	Culture of Attendance

	<ul style="list-style-type: none"> Surprise school wide attendance incentive when we hit our target average daily attendance goal. 	
Tier 2	<p>Interventions are designed to remove barriers to attendance for students at greater risk of chronic absenteeism, such as those who missed 10% of the school year, the standard definition of chronic absenteeism. These students and families should receive personalized attention as part of the engagement strategy. Some examples include:</p> <ul style="list-style-type: none"> Operation team makes daily phone calls in attempts to attain rationale for absences. Operations team monitors data and targets students who have 3+ absences. The SOM and Community Schools Coordinator conduct family meetings with students who have 6 absences in efforts to identify the root cause of absences. The SOM, Community Schools Coordinator, and Principal conduct family meetings with students who have 9 or more absences in order to identify the root cause of absences and create an action plan to improve attendance. 	<p>SART Letters SART Meetings COST Meeting</p>
Tier 3	<p>Interventions provide intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing and social services, and typically requiring case management customized to individual students' challenges. Students missing 20% or more of the school year benefit from the addition of this intensive level of support. Some examples include partnering parents with:</p> <ul style="list-style-type: none"> Wrap around services Counseling through a local community agency Parent workshop opportunities 	<p>SART Letters SART Meetings COST Meeting</p>

Equitas Academy #5 Average Daily Attendance: 2019 – 2024					
School Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
ADA	N/A* *Due to COVID there were no ADA requirements	88.83%	89.25%	91.73%	91.2%

Equitas Academy #5 Student Retention Data: 2019 – 2024					
School Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

Student Retention	93.44%	80%	92.11%	95.71%	87.45%
-------------------	--------	-----	--------	--------	--------

Equitas Academy #5 School Culture Data

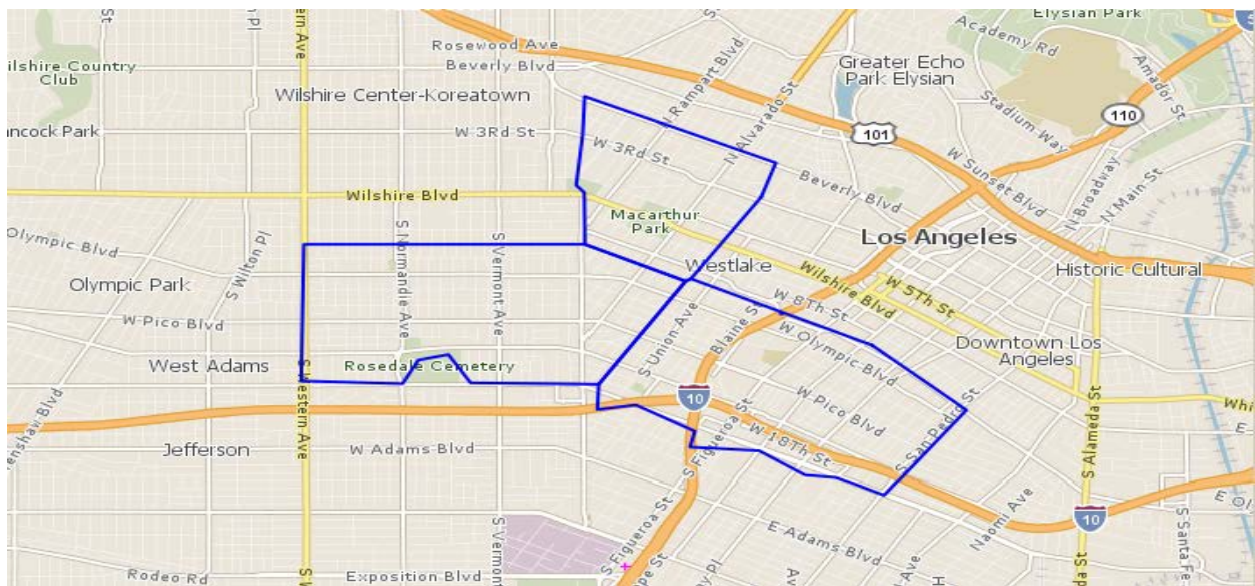
Equitas Academy #5’s extraordinarily low student suspension rates demonstrate the school’s dedication to Positive Behavioral Interventions and Supports (“PBIS”) and Restorative Justice Practices (“RJP”). Equitas Academy #5 is committed to eliminating expulsions entirely and minimizing suspension rates, reinforcing its focus on fostering a supportive and inclusive learning community.

Equitas Academy #5 has achieved these results by providing robust, individualized behavioral and social-emotional support. The Charter School proactively builds and upholds shared community agreements, and when these agreements are violated, the Charter School focuses on repair and restoration, rather than punitive discipline. The Charter School believes in building and maintaining community, rather than separating students from the classroom community. Therefore, suspension is only utilized under extraordinary circumstances where it is necessary to maintain a safe school environment.

Equitas Academy #5 Suspension and Expulsion Data: 2019 – 2025						
School Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Equitas Academy #5 Suspensions	N/A	0%	0%	0%	0%	0.6%
Equitas Academy #5 Expulsions	N/A	0%	0%	0%	0%	0%
LAUSD Suspensions	.4%	0%	.5%	.5%	.6%	
LAUSD Expulsions	0%	0%	0%	0%	0%	
CA Suspensions	2.5%	.2%	3.2%	3.6%	3.3%	
CA Expulsions	.1%	0%	.1%	.1%	.1%	

1.3 ENROLLMENT & STUDENT POPULATION SERVED

Equitas Academy #5 will continue to serve grades TK-4. Our target neighborhood is Pico-Union/MacArthur Park (zip codes 90015, 90006 and 90057), illustrated in the map below – with the adjacent boundaries of West Pico, one block west of Union, within a mile of the Equitas Academy flagship school. The Pico-Union community derives its name from the intersection of Pico Boulevard and Union Avenue, west of downtown Los Angeles, and this school is in the figurative and literal heart of the Pico-Union neighborhood.² Pico-Union is a very densely populated neighborhood: ZIP code 90005 has almost 19,000 people in just 1.7 square miles, ZIP code 90006 has more than 59,000 people in 1.9 square miles, and 90057 has approximately 45,000 people in less than one square mile. On average, Los Angeles has almost 7,000 people per square mile; these three ZIP codes average 27,333 per square mile (statewide, the ratio is just 282.5 people per square mile in all of California; nationally it is just 88 people).



Pico-Union, home to Equitas’ schools, is a vibrant neighborhood, filled with community, culture and history. It is also a community with multi-family housing units (renters occupy 94.9% of housing). The neighborhoods currently served by Equitas consist largely of recent immigrants with Mexico (36.8%) and El Salvador (17.2%) as the most common places of birth for the 67.6% of the residents who were born abroad. The population is generally younger and with a lower annual salary than the rest of Los Angeles county. According to the Los Angeles Times in October 2022, “In Los Angeles, the overcrowding rate is 11%. In Pico-Union, it is 40%, making the community just west of downtown one of the most crowded in the country. Some 40,000 people live in its 1.33 square miles — a population density that surpasses New York City’s.”

Additionally, Pico-Union residents have lower levels of educational achievement: 47% do not have a high school diploma (including 30% of adult residents having less than a 9th grade education); 14.5% have a Bachelor’s degree, less than half the rate city-wide (29.2%). It is well-

² Pico-Union, a sub area of Los Angeles includes the following boundaries: Olympic Boulevard to the north, Hoover Street to the west, the Santa Monica freeway to the south, and the Harbor freeway to east.

documented that students from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.³

From 2019 to 2025, Equitas Academy #5’s student population has remained relatively consistent and mirror the Pico-Union demographics. The student population has been approximately 93% Hispanic/Latino with the remaining 7% being a mixture of other ethnic groups. On average, the student population also includes 11% Students with Disabilities, 50% English Learners, and 92% who qualify for Free and Reduced-Price Meals.

School Year	Enrollment	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	Not Reported
2019-20	120	2.5%	0.0%	0.8%	0.0%	93.3%	0.0%	2.5%	0.8%	0.0%
2020-21	110	2.7%	0.0%	1.8%	0.0%	93.6%	0.0%	0.9%	0.9%	0.0%
2021-22	116	2.6%	0.0%	1.7%	0.0%	90.5%	0.0%	2.6%	0.0%	2.6%
2022-23	175	6.9%	0.0%	2.3%	0.0%	89.7%	0.0%	0.6%	0.0%	0.6%
2023-24	214	0.0%	0.0%	0.0%	0.0%	95.8%	0.0%	0.9%	0.5%	2.8%
2024-25	177	.6%	0.0%	2.3%	0.0%	93.2%	0.0%	.6%	1.1%	2.3%

School Year	Enrollment	EL	Homeless	Foster Youth	SPED	SED
2019-20	120	66 (55%)	0	2 (2%)	0	103 (86%)
2020-21	110	44 (40%)	0	0	8 (7%)	105 (95%)
2021-22	116	66 (57%)	1 (1%)	0	7 (6%)	110 (95%)
2022-23	175	90 (51%)	5 (3%)	1 (1%)	20 (11%)	159 (91%)
2023-24	214	103 (48%)	5 (2%)	0	29 (14%)	202 (94%)
2024-25	177	83 (47%)	0	0	32 (18%)	153 (86%)

Enrollment Rollout Plan

Equitas Academy #5 is housed in a private facility, co-located with Equitas Academy #4 and #6. The chart below depicts the annual enrollment plan.

	2026-27	2027-28	2028-29	2029-30	2030-31
Grade TK:	20	20	20	20	20

³ Hammond, C., et al., (2007). Dropout Risk Factors and Exemplary Programs. National Dropout Prevention Center Network.

Grade K:	54	54	54	54	54
Grade 1:	27	54	54	54	54
Grade 2:	28	27	54	54	54
Grade 3:	28	28	27	54	54
Grade 4:	28	28	28	27	54
TOTAL:	185	211	237	263	290

1.4 GOALS AND PHILOSOPHY

1.4a The Equitas Mission, Vision, and Values

Mission: Equitas Academy prepares students for college, careers and life pursuits, and inspires them to be champions of equity.

Vision: By 2030 Equitas Academy will be the premier school of choice for all students in Pico-Union and surrounding neighborhoods by:

- Preparing students who excel academically and thrive holistically.
- Developing leaders who advocate for others.
- Fostering a community that collectively lives the Equitas core values.

To move towards our vision and carry out our mission, we operate each day with the following **core values**. These are deeply ingrained principles that guide all of Equitas Academy’s actions. They are foundational to our work every day.

- *Joy.* We are joyful, loving, and kind. We celebrate and have fun together.
- *Community.* We are rooted in Pico-Union, building upon our collective strengths. We work as a team and are stronger together.
- *Belonging.* We are inclusive. We honor and welcome the uniqueness of every member of our diverse community. We relentlessly pursue equity and anti-racism.
- *Advocacy.* We listen with care and empathy. We share authentically and bravely. We use our influence and power to support those who are most vulnerable and marginalized
- *Growth.* We hold a high standard for ourselves and others. We recognize that change and challenge lead to innovation, resilience, and excellence.

Equitas’ Approach:

Equitas Academy cultivates a thriving educational environment where strong academic achievement is seamlessly integrated with a deep focus on student well-being and leadership development.

We facilitate rigorous, engaging, and relevant learning experiences that empower every student to excel academically and prepare them for success in college, career, and life. Recognizing the integral connection between well-being and learning, we foster a supportive environment that nurtures the social, emotional, and mental health of our students.

By embedding leadership opportunities into the academic experience, Equitas Academy inspires students to become confident, compassionate, and proactive advocates who drive positive change in their communities. Through this holistic approach, we ensure that every student not only reaches their fullest potential but also embodies the values and skills to lead a meaningful and impactful life.

Academic Vision: Students possess the academic skills needed for success in their college, career, and life pursuits

At Equitas Academy, we believe in the assets and aspirations of every student. Our inclusive and diverse classroom communities foster collaboration and curiosity, where students learn with and from one another while solving real-world problems and challenges. We implement an inquiry-driven instructional model that combines explicit teaching of foundational skills with discovery, critical thinking and discourse.

In our classrooms, students assume the cognitive lift and take intellectual risks, while engaging with complex issues, texts, questions, and hands-on experiences. Teachers serve as guides who connect students to challenging, relevant, standards-based learning opportunities in order to develop enduring understanding. Through project-based and community-based learning, students master academic content while practicing leadership skills and collaborating in diverse settings.

Data informs intentional instructional design, allowing students multiple pathways to demonstrate mastery and ensuring that learning experiences are tailored to students' strengths and needs. Customized scaffolds and targeted interventions ensure that every student progresses within their zone of proximal development.

Our learning experiences empower students to thrive academically, practice and promote well-being, and advocate for equity for themselves and others.

Well-being: Students and team members possess a holistic range of skills needed to live fulfilling lives and maximize their success.

Equitas Academy Schools prioritize the holistic well-being of every member of the community and recognize the interconnectedness between wellness, growth, and achievement. Well-being encompasses physical, mental, emotional, and social health. Equitas schools and classrooms are

interconnected ecosystems where the well-being of every member of the community impacts the community as a whole. Social and emotional states and lived experiences are validated and supported. Every member of the community is valued. We promote well-being, resilience, and compassion by creating a sense of belonging and taking responsibility for the impact of our words and actions.

Well-being practices are integrated into all aspects of the school day, from classroom interactions to broader school experiences. We embrace a holistic range of practices, including self-care, mindfulness, Social-Emotional Learning, Restorative Justice Practices, goal-setting, and mentoring/coaching. We promote psychological safety by active listening, encouraging risk taking, and amplifying diverse voices. We promote physical health and meet physiological needs through active movement, purposeful exercise, and nutritious foods. We preserve harmony by gathering daily in community circles and using harm circles when needed.

We develop strong partnerships with families and the community within and beyond Pico-Union in support of well-being. We leverage a variety of external supplemental supports to meet individual needs.

Through explicit instruction and ongoing practice, we develop the skills necessary to live fulfilling, successful lives while continuously striving toward self-actualization.

Advocacy: Students, families and team members advocate for equity for themselves and others.

This priority focuses on students, staff and families. All students will need to advocate for themselves as they navigate the world after culminating from Equitas. Families who advocate for their children help support them in their educational journey. And as champions of our students, families, and community, all Equitas employees will advocate for each other and equity in our community.

1.5 Educated Person in the 21st Century

We believe an educated person in the 21st century is one who embodies our core values of joy, community, belonging, advocacy and growth with a focus on skills aligned to these values that can prepare students both now and in the future. The Equitas Learner Profile describes the skills our students will possess when they graduate Equitas classrooms at the end of 8th grade. These skills are learned over many years between age 4 and 18, and will set our students up for success in high school, college, career and life pursuits. They are detailed below:

Academics

I'm a self-motivated, competent, and lifelong learner. My critical thinking, problem-solving and communication skills allow me to excel academically. I am curious.

- Critical thinker: asking questions, gathering information and assessing alternatives

- Problem solver: developing possible solution paths and taking a course of action
- Communicator: expressing ideas, emotions and information through written and verbal methods clearly and concisely. An ability to listen and receive communications
- Curious: the desire to learn and understand new things and how they work

Well-being

I'm socially and emotionally well. I engage in self-care to ensure my emotional, mental health, social and physical needs are met. I am resilient and compassionate.

- Self-care: ensure my own emotional, mental health, physical and social needs are met
- Resilient: passion and perseverance for long term goals
- Compassionate: care and action that supports the well-being of myself and others

Advocacy

I have agency and advocate for equity. I seek support by knowing when and how to ask for help. I am deliberative, setting goals and planning for my future. I take pride in my heritage and culture and act on behalf of my community. I am a champion for equity and for others.

- Seek support: knowing when and how to ask for help
- Deliberative: setting goals and planning for the future with an intention to accomplish something meaningful for oneself and one's community
- Pride: honoring and finding joy in one's heritage, culture and accomplishments
- Champion: supporting equity on behalf of those in my community

1.5a How Learning Best Occurs

We believe that each of our students comes to us with many innate gifts and talents as well as lived experiences that should be celebrated at school. We believe all students have the ability to be successful throughout academic and Social-Emotional Learning and that learning best occurs when students feel a strong sense of belonging at school and trusting relationships with teachers.

Equitas Academy #5's educational design reflects these beliefs and are grounded in research. Learning occurs best when the following conditions exist:

- ***Intellectually and emotionally supportive relationships with adults in the Charter School promote academic growth.*** "A review of educational research analysis of 46 studies found that strong teacher-student relationships were associated in both the short- and long-term with improvements on [...] academic achievement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates." (Education Week, 2019) Research by the Economic and Social Research Council found that effective teachers stimulate pupils' imaginations, challenge their views, encourage them to do great things, and motivate them through tailored teaching practices to ensure that every pupil feels a sense of achievement and is valued as part of the class community (ESCRC, 2009). Related research found that children make the biggest strides when they can

cement secure, consistent relationships with responsive adults. For classroom teachers, being responsive means being able to adapt the curriculum to address their students' needs and interests (Wilson, 2009).

- ***By making connections across disciplines, integrated curriculum helps students see real world relevance and strengthens content area learning.*** An interdisciplinary, or integrated, curriculum also reinforces brain-based learning, because the brain can better make connections when material is presented in an integrated way, rather than as isolated bits of information (McBrien, 1997). Further, "The Logic of Interdisciplinary Studies," an exhaustive 1997 research report, found broad consensus among dozens of researchers as to what the report called the "positive educational outcomes" for students in an integrated studies program:
 - Increased understanding, retention, and application of general concepts.
 - Better overall comprehension of global interdependence, along with the development of multiple perspectives and points of view, as well as values.
 - Increased ability to make decisions, think critically and creatively, and synthesize knowledge beyond the disciplines.
 - Enhanced ability to identify, assess, and transfer significant information needed for solving novel problems.
 - Promotion of cooperative learning and a better attitude toward oneself as a learner and as a meaningful member of a community.
 - Increased motivation.

These findings have been reinforced in more recent research ("Interdisciplinary Learning and the Effects on Students", Northwestern College, Iowa, 2021), showing that interdisciplinary learning leads students to deeper understanding of concepts, while also helping students develop problem-solving and higher order thinking skills.

- ***Students have opportunities to explore interests and deepen content understanding and skills through application, often in authentic (real world) contexts.*** A recent study conducted at Worcester Polytechnic Institute noted that when students are "guided, rather than directed, by faculty," they develop key competencies, including "collaboration, communication, problem solving, confidence, leadership, and more." (WPI, 2020) Authentic learning situations increase the brain's ability to make connections and retain new information (McBrien, 1997). Research on "authentic instruction"—instruction that is highly engaging and interactive, and which connects to students' real lives—showed that these methods increased student scores on high stakes standardized tests. In two studies of Chicago public school students, the researchers found that when teachers offered less didactic and more interactive experiences, scores on the Iowa Test of Basic Skills rose significantly among a large cross section of students. (Newmann 2001; Smith, Lee, and Newmann 2001). Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002). In a study of more than 2,000 students in 23 restructured schools, Newmann, Marks, and Gamoran (1995) found much higher levels of achievement

on complex performance tasks for students who experienced what these researchers termed “authentic pedagogy”—instruction focused on active learning in real-world contexts calling for higher-order thinking, consideration of alternatives, extended writing, and an audience for student work.

- **Students work at a level of cognitive challenge just beyond their present level of mastery.** In his Zone of Proximal Development theory, educational theorist Lev Vygotsky argues that optimal learning occurs in the “distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.” This zone bridges the gap between what students can achieve with guidance or collaboration, otherwise known as scaffolding and what they can achieve alone. It is within this zone that cognitive change occurs. Vygotsky’s theory is widely accepted; the challenge is in personalizing each student’s experience sufficient to provide an appropriate level of challenge. Zone of Proximal Development informs the ways in which teachers provide scaffolding in order to support students in performing tasks beyond their current abilities. (Saul McLeod, PhD, 2024).

1.6 Requirements of Education Code Section 47605(c)(5)(A)(ii)

Equitas Academy #5 will pursue the following school wide and subgroup outcome goals, based on state priorities detailed in Education Code Section 52060(d). The following chart details Equitas Academy #5’s four annual goals for all pupils pursuant to Education Code 52060, encompassing each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. The Local Control and Accountability Plan (“LCAP”) shall not be deemed part of the charter, and therefore, annual amendments to the LCAP should not be considered a “material revision to the charter” as defined on section 47607. The Charter School shall also present a report on the annual update of the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled board meeting. Actions intended to ensure the charter school meets these goals and targets are delineated throughout this charter petition.

LCFF STATE PRIORITIES	
GOAL #1	
<p>Healthy, Connected, and Equitable School Culture: Implement restorative practices and equity-minded approaches to ensure the wellbeing, safety, and connectedness of our school community, including their ability to advocate for equity. Key metrics for success on this goal include Student Engagement, School Climate, and Parent Engagement.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>

	Local Priorities: N/A
--	------------------------------

Specific Annual Actions to Achieve Goal

- School Climate:
 - Cultivate a welcoming and inclusive school environment, with a focus on Restorative Practices and SEL to help address school attendance, chronic absenteeism, suspension rate, and expulsion rate
 - Staff positions like Assistant Principal, Counselor and Culture Specialists provide social-emotional support and positive role models.
- Student Engagement:
 - Increase Average Daily Attendance and decrease chronic absenteeism rates
 - Increase student sense of safety and sense of belonging through student surveys
 - Provide access to summer enrichment programming including access to technology and food
- Parent Engagement and input in decisions:
 - Increase family sense of school safety and school connectedness as measured through parent/family survey
 - Increase parent/family participation in School Site Council and family events
 - Equitas will provide families with a comprehensive After-School Program: a safe and engaging space to extend learning and build connections beyond the school day for all scholars
- Safe and Compliant Facility: Maintain a safe and compliant facility

Expected Annual Measurable Outcomes

Priority 5 Outcome A: Above 90% attendance rate
Metric/Method for Measuring: Average Daily Attendance Rate

Applicable Student Groups	Baseline 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	89%	92%	93%	94%	95%	96%
Hispanic/Latino	90.3%	92%	93%	94%	95%	96%
English Learner	89.2%	92%	93%	94%	95%	96%
Socioeconomically Disadvantaged	90.2%	92%	93%	94%	95%	96%
Students with Disabilities	87.2%	92%	93%	94%	95%	96%
Foster Youth	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 5 Outcome B: chronically absent rate will be at or below the state average
Metric/Method for Measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	30.5%	27%	20%	18%	17%	15%
Hispanic/Latino	30.2%	27%	20%	18%	17%	15%
English Learner	32.1%	27%	20%	18%	17%	15%
Socioeconomically Disadvantaged	30.5%	27%	20%	18%	17%	15%
Students with Disabilities	26.9%	20%	20%	18%	17%	15%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

White Students	*	*	*	*	*	*
----------------	---	---	---	---	---	---

Priority 6 Outcome A: <1% pupil suspension rates
Metric/Method for Measuring: % of student suspensions

Applicable Student Groups	Baseline 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	0.0%	<1%	<1%	<1%	<1%	<1%
Hispanic/Latino	0.0%	<1%	<1%	<1%	<1%	<1%
English Learner	0.0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged	0.0%	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 6 Outcome B: <1% pupil expulsion rates
Metric/Method for Measuring: Expulsion Rate

Applicable Student Groups	Baseline 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	0%	0%	0%	0%	0%	0%
Hispanic/Latino	0%	0%	0%	0%	0%	0%
English Learner	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%

Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 6 Outcome C: $\geq 85\%$ favorable rating in parent/family survey of sense of safety
Metric/Method for Measuring: Family Climate Survey on school safety

Applicable Student Groups	Baseline 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	84%	>85%	>85%	>85%	>85%	>85%

Priority 6 Outcome C: $\geq 85\%$ favorable rating in parent/family survey of school connectedness
Metric/Method for Measuring: Family Climate Survey on school safety and school connectedness

Applicable Student Groups	Baseline 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	84%	>85%	>86%	>87%	>88%	>90%

Priority 1 Outcome C: Maintain Exemplary status on the Facilities Inspection Toolkit (FIT)
Metric/Method for Measuring: Facilities Inspection Toolkit score

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary

* student group not numerically significant at this time

LCFF STATE PRIORITIES
GOAL #2

<p>High-Quality Teachers and Curriculum: Ensure all students have access to highly skilled and effective educators, as measured by credentialing and teacher surveys, and a high-quality curriculum that meets the needs of all students, measured by implementation of a broad course of study, rigorous standards-aligned courses and instructional materials, and full implementation of integrated and designated English Language Development (“ELD”).</p>	<p>Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
<p>Local Priorities: N/A</p>	

Specific Annual Actions to Achieve Goal

- Ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching
- Ensure all students have sufficient access to the standards-aligned instructional materials
- Ensure the implementation of state board adopted academic content and performance standards for all students
- Ensure all programs and services enable English Learners to access Common Core State Standards (“CCSS”) and the English Language Development standards

Expected Annual Measurable Outcomes

Priority 1 Outcome A: 100% of Teachers appropriately assigned
Metric/Method for Measuring: % of Teachers appropriately assigned based on LAUSD Oversight

Applicable Student Groups	Baseline 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%

Filipino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Priority 1 Outcome B: 100% student access to standards-aligned instructional materials
Metric/Method for Measuring: % of all students will have sufficient access to standards-aligned instructional materials

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Priority 2 Outcome A: 100% implementation of state board adopted academic content and performance standards for all students
Metric/Method for Measuring: % of state board adopted academic content and performance standards implemented for all students

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%

English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Priority 2 Outcome B: 100% of all English Learners have access to CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
Metric/Method for Measuring: % of English Learners with access to CCSS and ELD standards

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 7 Outcome A, B & C: All Equitas scholars, including all significant subgroups, will have access to a broad course of study (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts)

Metric/Method for Measuring: 100% of access for all student groups to all available programs and services outlined in charter petition

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
Goal #3	
<p>Academic Success For All Students: Continue to use data-driven instruction to close achievement gaps and ensure student academic growth and success in literacy, including English language development, and math.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
	<p>Local Priorities: N/A</p>
Specific Annual Actions to Achieve Goal	

- Equitas will hold scheduled Data Meetings to analyze CAASPP/California Alternate Assessments (“CAA”), i-Ready, and other state and internal assessment scores to review all students’ progress towards annual targets, including subgroups in ELA and math.
- Equitas will implement its own LAUSD-approved English Learner Master Plan
- Equitas will add additional support for our EL scholars through differentiation to achieve CCSS in ELA and math in the form of teacher coaching, and additional tutoring to meet EL needs

Expected Annual Measurable Outcomes

Priority 4 Outcome A: All students, including all significant subgroups, will meet or exceed the State average or nearby neighborhood schools’ average meets/exceeds on the CAASPP (and the CAA for scholars with special needs) in the areas of ELA

Metric/Method for Measuring: Scale scores and % proficiency scores, meets/exceeds, for all students, including all numerically significant scholar subgroups, in ELA

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	<u>ELA Meets or Exceeds:</u> 24.6	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Hispanic/Latino	<u>ELA Meets or Exceeds:</u> 32%	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
English Learner	<u>ELA Meets or Exceeds:</u> 13.3%	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Socioeconomically Disadvantaged	<u>ELA Meets or Exceeds:</u> 31%	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Students with Disabilities	<u>ELA Meets or Exceeds:</u> N/A	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 4 Outcome A: All students, including all significant subgroups, will meet or exceed the State average or nearby neighborhood schools average meets/exceeds on the CAASPP (and the CAA for scholars with special needs) in the areas of Math

Metric/Method for Measuring: Scale scores and % proficiency scores, meets/exceeds, for all students, including all numerically significant scholar subgroups, in Math

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	<u>Math Meets or Exceeds:</u> 26.3%	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Hispanic/Latino	<u>Math Meets or Exceeds:</u> 17%	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
English Learner	<u>Math Meets or Exceeds:</u> 13.3%	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Socioeconomically Disadvantaged	<u>Math Meets or Exceeds:</u> 18%	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Students with Disabilities	<u>Math Meets or Exceeds:</u> N/A	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 4 Outcome E: English Learner scholars will advance at least one level on the ELPAC each year.

Metric/Method for Measuring: English Learner proficiency rates will meet or exceed the rates of the state and LAUSD averages as demonstrated on ELPAC assessment

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learners	33.8% Overall as measured by ELPAC	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average

Priority 4 Outcome F: English Learner reclassification rate will meet or exceed state and LAUSD’s reclassification rate

Metric/Method for Measuring: English Learner reclassification rates

English Learners	10.9%	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average	Meet or exceed state average
------------------	-------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------

* student group not numerically significant at this time

INSTRUCTIONAL DESIGN

1.7 Innovative and Key Features of the Educational Program

Equitas Academy #5 provides students with rigorous learning experiences preparing students for college, careers, and life pursuits with a broad and challenging standards-based curriculum focused on developing foundational reading and math skills. Additionally, Equitas Academy #5 students are encouraged to become curious, compassionate lifelong learners who advocate for equity in the Pico Union community and beyond. Research and learning theory have informed the Equitas Academy #5 program framework.

The educational model for Equitas Academy #5 is built around five key components:

- 1. Rigorous Standards-Aligned Curriculum and Assessments**
- 2. Targeted and Multi-tiered Supports for Students**
- 3. Research-based Equitastic Strategies**
- 4. Deep Connection and Partnership with Families, Alumni and our Community**
- 5. Robust Professional Development for Educators and Leaders**

Rigorous Standards-Aligned Curriculum and Assessments

Equitas Academy #5 provides students with access to a rigorous, standards-aligned academic program grounded in the California Common Core State Standards, the Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development Standards (collectively referred to herein as “State Standards”) and the California Preschool/Transitional Kindergarten Learning Foundations (“PTKLF”). Our curriculum is designed to ensure students master essential content and skills in literacy, mathematics, science, and social studies—building a strong foundation for college and career readiness.

Classrooms are structured to optimize learning through consistent routines, clear expectations, and instructional practices that minimize distractions and maximize engagement. High-quality curriculum and instructional materials are externally vetted, research-based, culturally responsive, and aligned with California Department of Education’s Curriculum Frameworks.

Instructional planning is intentional and standards-driven, enabling teachers to sequence content logically and design assessments that support mastery. Network staff, instructional coaches, and school leaders work closely with teachers to implement these materials with fidelity and adapt instruction to meet the needs of all learners.

A strong emphasis is placed on literacy, particularly in the early grades. Equitas Academy #5 aligns reading instruction to the Science of Reading through a TK-4 Literacy Framework, investing in teacher capacity to deliver systematic, explicit instruction in foundational reading skills. A culture of reading is cultivated to support both skill development and a lifelong love of reading.

To assess early literacy development, Equitas Academy #5 administers the mCLASS Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) assessment multiple times throughout the year. DIBELS provides critical data on foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary and comprehension, helping educators identify students who may need additional support and adjust instruction accordingly.

Homework is used strategically across grade levels to reinforce classroom instruction, address learning gaps, and provide opportunities for extension. Assignments are differentiated and purposeful, ensuring alignment with daily lessons and academic expectations.

Assessment plays a central role in the instructional model. Equitas Academy #5 utilizes a robust system of formative and summative assessments to monitor student progress, inform instruction, and evaluate program effectiveness. Students begin the year with diagnostic

assessments to identify strengths and areas for growth. Benchmark assessments, such as i-Ready and DIBELS, are administered multiple times per year to measure progress toward grade-level standards, particularly in literacy. In addition, teachers use curriculum-embedded assessments on a regular basis to gauge students' mastery of standards and to inform adjustments in instruction in real time.

Formative and summative assessment data are reviewed by teachers and instructional leaders every six weeks and at the end of each annual Growth Cycle to identify trends, adjust pacing, and develop instructional action plans. Annual Growth Cycles are organized and designed to center research-based instructional practices necessary to accelerate learning at specific times throughout the school year. The assessment data generated during each Growth Cycle informs teacher professional development and drives instructional decision-making daily, weekly, and throughout the school year. Growth Cycles include time to analyze classroom and schoolwide academic and school culture data, and to plan responses individually and collectively through Professional Learning Communities ("PLCs"). This data-driven approach ensures that instruction remains responsive and aligned to student needs, supporting continuous academic growth across grade levels.

The academic program at Equitas Academy #5 is further enriched by a strong culture of achievement. Student success is regularly recognized and celebrated, reinforcing the values of perseverance, academic excellence, and personal growth that are central to the school's mission.

Targeted and Multi-Tiered Supports for Students

Equitas Academy #5 implements a robust Multi-Tiered System of Supports ("MTSS") to address the academic, social-emotional, and behavioral needs of all students. Our holistic approach ensures that each student receives the right level of support at the right time—whether through universal classroom strategies, targeted small group instruction, or intensive individualized interventions. Support is embedded into the school day and extended beyond traditional hours through our partnership with Arc, a community-based organization that provides enrichment and academic intervention in the after-school setting.

Our MTSS framework is inclusive and responsive to the needs of diverse learners, including ELs and SWDs. English Learners receive both designated and integrated ELD instruction, aligned to the California ELD standards and delivered by trained educators. SWD are supported through an inclusive model with individualized services based on their Individualized Education Programs ("IEPs"), coordinated by our Student Support Team in collaboration with classroom teachers and families. These students also benefit from the same tiered academic and social-emotional supports as their peers, ensuring they are fully integrated into the Charter School community while receiving personalized interventions.

Equitas Academy #5's intervention model is proactive and data-driven. Student progress is regularly monitored through formative and summative assessments, and benchmarks. School teams meet frequently to review data and determine next steps. Interventions are personalized based on each student's academic goals and social-emotional needs and may include small group

instruction, 1:1 tutoring, behavioral coaching, and social-emotional learning supports. In addition to in-school services, students benefit from extended learning opportunities through our Arc after-school program, where they receive academic tutoring, homework help, and enrichment activities designed to reinforce learning and support the development of the whole child.

Research-based Equitastic Strategies

Equitas Academy #5 implements a consistent, high-leverage set of instructional strategies designed to maximize student engagement, accelerate mastery, and cultivate a joyful, academically rigorous classroom environment. Grounded in research-based best practices and the Equitas network's Signature Strategies, the instructional approach ensures that all students—regardless of background—are supported in meeting and exceeding grade-level standards. These strategies are implemented with fidelity across all classrooms, ensuring a cohesive and predictable learning experience for every student, every day.

At the core of every lesson is intentional planning and clear communication. Teachers **Start Strong** by using a structured **Entry Routine** and a purposeful **Do Now or Hook** to engage students from the moment they enter the classroom. **Threshold** practices ensure that every student is greeted warmly and personally, setting a tone of belonging and high expectations. Teachers **Communicate Objectives** clearly, so students understand what they are learning, why it matters, and how success will be measured.

Instructional delivery is designed to support active learning and equity of voice. Strategies like **Cold Calling**, **Everybody Takes a Stand**, and **Equity of Voice** ensure that all students—particularly English learners and students with special needs—have frequent, meaningful opportunities to process, discuss, and apply new content. Teachers maximize student talk and promote peer-to-peer learning, creating an inclusive classroom culture where every voice matters.

Student practice is central to the instructional model. Teachers **Prioritize Practice** by offering **Multiple At-Bats** and **Do It Now** tasks that allow students to apply new skills immediately and often. When students struggle to demonstrate mastery, teachers **Break It Down**, **Name the Gap**, and **Learn from Mistakes**—turning errors into learning opportunities and reinforcing a growth mindset.

To maintain focus and foster a positive learning environment, teachers use proactive classroom management tools such as **Positive Narration**, **Nonverbal Communication**, **Track the Speaker**, and **No Opt Outs**. These practices ensure that all students are seen, engaged, and held to high behavioral and academic expectations, while celebrating their contributions with **Precise Instructions and Praise**. Teachers use **Positive Framing** to redirect behavior in a respectful and empowering way that reinforces community norms.

Instructional rigor is sustained through **Double and Triple Planning**, where teachers not only plan their delivery, but also anticipate student responses and proactively address misconceptions. Ongoing assessment is embedded through **Proactive Monitoring** and the use of exit tickets and micro-assessments to ensure that every student is progressing toward mastery. **Wait Time** is

intentionally built into lessons to allow all learners the opportunity to think deeply and respond meaningfully.

Through this cohesive and intentional approach to instruction, Equitas Academy #5 ensures that every student is equipped with the academic skills, social-emotional tools, and confidence to thrive in school and beyond.

Deep Connection and Partnership with Families, Alumni, and our Community

Equitas Academy #5 is a vibrant school community built on strong partnerships with families, alumni, and the broader Pico-Union community. We believe that deep stakeholder engagement strengthens our collective ability to achieve academic excellence and prepare every scholar for college and career success.

As a community school, Equitas provides wraparound services such as mental health care, after-school programming, and connections to local resources. Family engagement is central to our model—families and caregivers are essential partners in the educational journey and are actively included in school decision-making, advocacy efforts, and student support.

From day one, students are welcomed into a values-driven community and encouraged to set and reflect on academic and personal goals. Teachers maintain consistent communication with students about their progress and growth, fostering a culture of accountability and encouragement.

Families are intentionally integrated into school life through orientations, home visits, workshops, volunteer opportunities, and regular communication. During orientation meetings, families learn about the school’s mission, philosophy, and shared responsibilities. Prior to the start of school, families sign the Student-Family Handbook, affirming their partnership and commitment to their child’s success.

Ongoing family engagement opportunities continue throughout the year. Families participate in bilingual workshops on topics such as transitioning between school levels, preparing for high school, and implementing effective learning strategies at home. These workshops are shaped by family input, gathered through surveys, School Site Council meetings, Cafecitos, and other advisory gatherings.

Cafecitos (monthly “coffee talks”) offer a welcoming space for open dialogue between families and school staff. Led by the Charter School Principal, these sessions cover topics like curriculum, homework support, and student needs, while deepening trust and building community. Translation is always provided to ensure accessibility for all families.

Twice a year, student-led family-teacher conferences center students as active participants in their own learning. These meetings focus on goal setting, academic progress, and behaviors that support growth, reinforcing students’ ownership of their education and strengthening the partnership between home and school.

Equitas Academy #5 alumni remain connected well beyond graduation. Alumni are eligible for Equitas Board-sponsored scholarships and frequently return to support current students through tutoring, mentoring, college panels, and volunteering at school events—continuing the legacy of community investment and shared success.

We are also proud of our **deep relationships with community-based organizations and local leaders**. Equitas Academy #5 collaborates with the Pico Union Neighborhood Council, Pico Union Project, Central City Neighborhood Partners, Koreatown Youth & Community Center, the Cesar Chavez Foundation, Families In Schools, the Salvation Army, and the Office of Councilmember Hernandez. These partnerships strengthen our ability to serve students and families and reflect our shared commitment to the success and well-being of the Pico-Union community.

As our school continues to grow, so does the pride of our families, staff, and neighbors—creating a powerful sense of belonging and shared purpose that uplifts our entire community.

Robust Professional Development for Educators and Leaders

Equitas Academy #5 is led by a dedicated on-site leadership team consisting of a Principal, Instructional Specialist and School Culture & Restorative Practices Specialist. Together, they guide the instructional vision and support teaching and learning through ongoing coaching and development. This school-based team is supported by an experienced network leadership team that includes the CEO, Chief Schools Officer (“CSO”), Chief of Staff (“COS”), Chief Finance & Operations Officer (“CFOO”), and Managing Director of Schools—all of whom bring deep expertise from both district and charter school contexts. This structure ensures alignment between the school’s academic program, operational excellence, and overall organizational strategy.

The CEO, reporting directly to the Board of Directors, is responsible for executing the network’s mission and overseeing all external and non-instructional functions, including finance, compliance, development, and governance. The COO leads strategic fiscal planning and implementation for facilities, IT, finance, compliance, and student information systems. The CSO, in partnership with the Managing Director of Schools, supports school leaders to drive academic achievement, effective teaching practices, and a strong school culture across all schools. The COS supports internal systems and initiatives across talent, communications, governance, and diversity, equity, inclusion, and anti-racism (“DEIA”), while ensuring organizational alignment and efficiency.

At the school level, the Principal and instructional leadership team regularly observe classrooms and provide actionable coaching and feedback to strengthen instruction. Teachers at Equitas Academy #5 are recruited based on demonstrated instructional expertise and are committed to serving all students, including English Learners and students with disabilities. Teachers are credentialed, well qualified, and implement standards-aligned curriculum with fidelity. They collaborate regularly to share best practices and are partners with families in supporting student success.

1.8 Curricular and Instructional Design

Equitas Academy #5's mission, vision and Equitas Approach (a focus on Academics, Well-being and Advocacy) are realized by providing a safe and rigorous learning environment in our schools where we are able to support students to meet academic standards. Expectations for Academics, Well-being and Advocacy are articulated through respective vision statements, and clear expectations are outlined in standards for proficiency, alignment in core values, and academic stamina to ensure that students are prepared for the cognitive demands beyond Equitas. We further detail the Equitas Approach and the teaching methodologies that inform the development of our educational program, which include, our Equitastic Strategies:

- Teaching for Mastery
- Strategies to Support Mastery for Diverse Learners
- Intensive Focus on Literacy and Mathematics
- Social-emotional learning

Teaching for Mastery

In the Academics approach, a comprehensive assessment system plays a critical role in identifying students' academic needs and ensuring mastery of grade-level learning standards. At the beginning of each school year, all incoming students are assessed using diagnostic tools such as i-Ready, providing teachers with valuable data to inform the implementation of standards-based curriculum, including lesson planning and pacing. Formative, summative and benchmark assessments offer a clear picture of current student performance and help identify those who may require additional support to reach mastery of the Common Core State Standards. Instruction is intentionally designed and adjusted to ensure that all students have the time, practice, and targeted support necessary to achieve deep understanding before advancing. Teachers utilize resources that unpack each standard and highlight the prerequisite skills necessary for success, reinforcing a commitment to teaching for mastery rather than coverage. To monitor progress and instructional effectiveness, assessments are administered at mid-year and end-of-year intervals, allowing the Charter School to measure both individual growth and cohort-wide outcomes. Assessment results are used to drive instructional refinements, reteaching cycles, and intervention plans—ensuring that every student is supported in achieving true mastery of academic content. This comprehensive approach to academics facilitates teaching to mastery for all students.

Strategies to Support Mastery for Diverse Learners

Equitas Academy #5 Academics, Well-being and Advocacy approaches recognize that students learn at different paces and in different ways. In a school committed to high expectations for all learners, it is essential to provide responsive, individualized support to ensure every student reaches mastery through all of these approaches—regardless of their starting point, learning style, or background. To uphold this commitment, Equitas Academy #5 offers a robust set of strategies designed to promote equity and access, including:

- **Clear, engaging, and rigorous daily lessons** that are grounded in standards-based objectives, accessible to all learners, and intentionally designed to build both conceptual understanding and academic language.
- **Increased instructional time**, providing more opportunities for guided practice, review, and enrichment.
- **Inclusive instructional models**, including co-teaching, push-in, and pull-out support delivered by credentialed special education teachers and service providers. Students with disabilities also receive related services such as counseling, speech-language therapy, and occupational or physical therapy as outlined in their IEPs.
- **Targeted ELD** supports in the form of integrated and designated ELD are delivered using research-based practices tailored to English Learners' linguistic and academic needs.
- **Differentiated instruction and small-group tutoring** embedded into the school day to support students who need additional scaffolding or enrichment. Teachers use data from formative assessments to reteach, extend, or adjust instruction in real time.

These strategies reflect Equitas Academy #5's implementation of Equitas Academics, Well-Being, and Advocacy approaches, and the core belief in teaching to mastery and ensuring that all students—including English Learners, students with disabilities, high-achieving scholars, and those not yet meeting academic benchmarks—are provided the time, tools, and tailored support necessary to thrive. By integrating inclusive practices and evidence-based interventions, the Charter School ensures that every student has a clear path to meet and exceed grade-level expectations.

Intensive Focus on Literacy and Mathematics

Equitas Academy #5 utilizes the Equitas Approaches in Academics to focus on literacy and mathematics, key drivers of student success, which serve as the foundation of their instructional program. Through a comprehensive MTSS and integrated literacy strategies across all content areas, the Charter School ensures that all students build the essential skills needed for academic achievement.

At Equitas Academy #5, the Academics approach ensures literacy instruction is intentionally embedded across all content areas, thus, students develop the reading, writing, and critical thinking skills necessary for academic success. Students engage in the analysis of both fiction and non-fiction texts, especially those that are culturally responsive and from a variety of perspectives, deepening their comprehension and building their capacity to think analytically across disciplines.

A tiered system of foundational literacy support, informed by the Science of Reading and guided by student data, is implemented to meet learners at their level and accelerate progress toward grade-level proficiency. Key areas of focus include:

- **Reading Comprehension:** Students develop strategies to understand and interpret complex texts, including summarizing, questioning, predicting, and drawing inferences.
- **Vocabulary Development:** Instruction is designed to expand students’ word knowledge through explicit teaching, exposure to rich and diverse texts, and opportunities to apply new vocabulary in meaningful contexts.
- **Fluency Practice:** Students improve their reading fluency through targeted practice in speed, accuracy, and expression, including repeated and oral reading exercises.
- **Writing Skills:** Writing instruction focuses on clarity, structure, and effectiveness across genres. Students engage in the full writing process—prewriting, drafting, revising, and editing—while receiving direct instruction in grammar, syntax, and style.
- **Phonemic Awareness and Phonics:** For students requiring continued support in foundational skills, instruction targets the relationship between sounds and letters through structured decoding practice and systematic phonics instruction.

Through these layered supports, Equitas Academy #5 ensures that all students—regardless of their entry point—develop the literacy skills necessary to thrive across academic subjects and meet or exceed rigorous grade-level expectations.

At Equitas Academy #5, the Academics approach includes mathematics instruction designed to develop deep conceptual understanding, procedural fluency, and strong problem-solving abilities. Instruction is student-centered and inquiry-based, incorporating modeling, guided practice, and the intentional unpacking of misconceptions to promote critical thinking and mathematical reasoning.

A tiered system of foundational math supports, informed by the California Mathematics Framework and ongoing analysis of student data, ensures that all students—regardless of starting point—receive the targeted instruction necessary to achieve mastery. Core areas of focus include:

- **Number Sense:** Strengthening students’ foundational understanding of numbers, including place value, operations (addition, subtraction, multiplication, division), and concepts related to fractions and decimals.
- **Problem-Solving Skills:** Equipping students with strategies to approach complex mathematical problems, such as breaking them into manageable steps, utilizing visual representations, and applying logical reasoning.
- **Mathematical Operations:** Providing consistent and differentiated practice to ensure fluency and accuracy in basic and advanced operations, while reinforcing their

properties and applications.

- **Conceptual Understanding:** Emphasizing the "why" behind mathematical processes to help students internalize relationships and patterns rather than relying solely on rote memorization.
- **Application of Math Skills:** Connecting mathematics to real-world contexts such as data analysis, measurement, budgeting, and other practical scenarios to deepen understanding and relevance.

This comprehensive and rigorous approach to mathematics—combined with an equally intensive focus on literacy—enables Equitas Academy #5 to close learning gaps, build foundational skills, and prepare all students for long-term academic success.

Social Emotional Learning

Equitas Academy #5 embraces SEL through a holistic approach called Well-being, grounded in the belief that students' emotional intelligence, self-awareness, interpersonal skills, and leadership development are foundational to their academic and life success. SEL is not treated as a stand-alone initiative, but as a core component of a well-rounded education—one that significantly enhances student achievement, strengthens relationships, and promotes long-term well-being.

Student well-being is centered through SEL instruction explicitly delivered and intentionally integrated throughout the school day across academic content areas and daily routines. Instruction is anchored in the following core competencies:

- **Self-Awareness:** Students learn to recognize and understand their emotions, values, and strengths while developing an accurate sense of self-confidence and self-efficacy.
- **Self-Management:** Students practice regulating emotions, managing stress, and setting and achieving personal goals. They build resilience and develop strategies for navigating challenges productively.
- **Social Awareness:** Students build empathy and the ability to understand diverse perspectives, while learning to recognize social cues, respect differences, and navigate interpersonal dynamics with care.
- **Relationship Skills:** Through intentional instruction and practice, students develop effective communication, active listening, conflict resolution, and collaboration skills necessary for building healthy relationships.
- **Responsible Decision-Making:** Students are supported in making ethical, thoughtful choices that consider the impact on themselves and others, while reflecting on values and evaluating consequences.

- **Leadership Development:** Student leadership is a cornerstone of Equitas Academy #5’s SEL model. Students are given meaningful opportunities to take initiative, make decisions, and contribute to the Charter School community. By developing their voice and agency, students are empowered to lead with purpose—now and in the future.

By embedding SEL into the fabric of the school day, Equitas Academy #5 fosters well-being and a safe, inclusive, and emotionally supportive learning environment where all students can thrive—academically, socially, and personally.

1.9 Equitas Curriculum

Equitas Academy #5 serves TK through fourth grade students, and has adopted all applicable State Standards and Preschool / Transitional Kindergarten Learning Foundations (PTKLF), and all other applicable State content standards for our students. Current course offerings at Equitas Academy #5 are described below. While current curricula are cited in this petition, Equitas Academy #5 consistently evaluates curriculum to ensure it is responsive to our students’ needs. Therefore, curricula may be updated from time to time based on the needs of our students and relevant research and tools. Exact courses and the content of each course may evolve from year to year to meet student needs.

ENGLISH LANGUAGE ARTS (Core)

Approach to Subject and Curriculum

Equitas Academy #5’s K-4 ELA courses are based on CCSS for ELA, the Reading/Language Arts Framework, and the Equitas TK-4 Literacy Framework. K-4 ELA instruction leverages all of these resources to emphasize the development of skills and strategies students need to thrive as readers, writers, speakers and listeners. Equitas Academy #5 implements a comprehensive literacy block that integrates foundational reading instruction, and Expeditionary Learning Curriculum (“ELC”) curriculum implementation to develop, practice and apply comprehension, writing, speaking and listening skills. Foundational reading instruction draws upon the Science of Reading research and aligned instructional materials: “Research studies in classrooms and clinics have repeatedly and consistently found that explicit teaching in foundational skills (phonological awareness, phonics, oral reading fluency, spelling) provides students with a clear learning advantage.”⁴ Whereas, ELC is designed to hone and expand on English language skills, conventions, and usage through the exploration of complex and culturally relevant texts and cross-curricular topics. Leaders and teachers are supported to meet all ELA state standards and reading and language development expectations through the integration of the TK-4 Equitas Literacy Framework and ELC.

Instructional Leaders and teachers use the Equitas TK–4 Literacy Framework as the instructional design for TK–4 foundational reading instruction aligned to the Science of Reading research. Every TK-4 teacher is trusted and trained to ensure that their instruction follows our literacy framework. This ensures that students are receiving equitable, grade level aligned content, and research based practices. The Science of Reading has identified the cognitive processes involved in reading and the

⁴ Moats, Louisa C.EdD, *Teaching is Rocket Science*, Copyright ©2020 American Federation of Teachers

most effective instructional methods for developing these processes. Our literacy framework is organized around the “Big Five” Components of reading instruction: Phonological and Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. Learning to read and becoming fluent in literacy requires an intentional, structured, systematic and multilayered approach. For each component, our Framework outlines grade level appropriate expectations for curriculum, practices, frequency and outcomes.

The Equitas TK-4 Framework includes the following guiding principles:

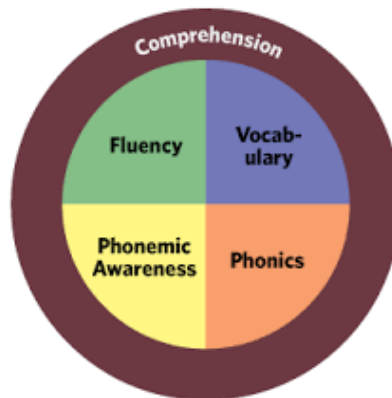
- **Research based curriculum and instructional practices that align with the Science of Reading:** We believe that strong literacy instruction is aligned with the Science of Reading so that students are taught all components of reading. Skilled readers have interwoven skills consisting of:
 - Language Comprehension which includes background knowledge, vocabulary, language structure, verbal reasoning, and literacy knowledge
 - Word Recognition which includes phonological awareness, decoding, and fluency
- **Equity in our instruction, so that all students have access to grade level material:** We believe that to ensure equity and literacy in education students need both targeted instruction and access to grade level materials. We believe in providing MTSS paired with co-teaching between Resource Specialist (RSP) and homeroom teachers to support students with disabilities and to ensure that all students can access grade level content.
- **Cultivating joy and a love of reading:** We believe reading is an act of joy and reading can help students pursue interests and passions. Students are given opportunities to engage with books based on their interest to cultivate curiosity and wonder about the world around them in English as well as their home language. We highlight reading with experiences such as reading buddies and reading celebrations, and we ensure students engage with a range of culturally relevant texts through school and classroom lending libraries. We include families through literacy family nights and celebrations. We embrace the linguistic diversity at our campuses through Stories Together events so that students and families can read together in their home language.
- **Fun, engaging, multi-sensory and developmentally appropriate curriculum and instruction:** We believe that how we teach is just as important as what we teach. Literacy instruction is developmentally appropriate, culturally competent, interactive, applicable, and multisensory. We know that students learn using different parts of their sensory awareness to make lasting connections to literature.
- **Culturally affirming and responsive instructional practices:** We believe all students deserve representation in texts including multimedia, resources, and images. Students are celebrated for who they are while learning about the cultures around them. Students learn about cultures that are represented in the room by providing “windows” into the worlds of others and “mirrors” with content that reflects themselves to engage with. We affirm the linguistic diversity present in our population while providing alternative academic language during

instruction to promote literacy growth. We see students' primary language as an asset that supports their development.

- **Reading difficulties are natural and we plan for intervention:** We believe that all students learn and grow at different paces, and students will need additional support and differentiated learning. When students struggle to meet literacy benchmarks, their data is used to determine the right intervention strategies. Learning difficulties are normalized and not stigmatized. As educators, we respond with differentiated, teacher-led small group instruction during, before or after school. We foster and celebrate student growth as a result of interventions, and we use that data to inform Tier 1 instructional decision-making.
- **Data is used strategically to guide instructional decisions and we equip teachers and families to use it:** We believe data should be used to promote best practices and collaboration while serving our students' specific needs without promoting competition. It is important to not only analyze data but to implement it for targeted instruction. We have informed conversations with families and provide resources to them that are solution and growth-oriented. At Equitas, data analysis is planned into professional development and is done at a Network, site, grade level, and classroom level regularly.
- **Quality, meaningful literacy professional development strengthens instructional practice:** We believe when teachers grow, students grow. Teachers are at their best when they feel trained, prepared, and developed. At Equitas, Literacy Professional Development is research based and aligned with the Science of Reading. We equip all instructional staff (Teachers, Enrichment Teachers, Instructional Assistants, Special Education Teachers, and Classroom Support Staff) with training to implement our literacy framework so that sites are equipped to pivot when data shows that additional support is needed. We honor our educators by ensuring that literacy Professional Development is useful, relevant, and leads to improved outcomes for our students.

Components of Early Literacy Instruction

Essential Components of Reading



The following components of Early Literacy are defined and addressed in the Equitas TK-4 Literacy Framework:

- **Phonological and Phonemic Awareness:** Phonological and Phonemic Awareness, or the understanding of and facility in working with the sounds in spoken language, is the first step in literacy learning. This leads to decoding, blending, and word reading. Early phonological skills include segmenting spoken syllables and onset and rime. Later, children blend and segment individual phonemes that they hear spoken. Advanced phonemic awareness includes the ability to manipulate phonemes by substituting, reversing, and deleting phonemes. Phonological awareness develops in the home in the student's home language(s) before the beginning of Kindergarten and continues through third grade and beyond.
- **Phonics:** Structured, systematic, sequential Phonics is a critical step in literacy learning. Phonics is a code based way to teach the relationships between the letters of written language and the sounds of spoken language. It includes understanding the alphabetic principle in order to decode and encode words from simple 2-3 letter words to complex multisyllabic words. Decoding is when sound/letter relationships are used to read a written word. Encoding is using the knowledge of sound letter relationships to write the sounds they hear and create words. The goal of phonics is for students to understand that there is an organized, logical, and predictable relationship between written letters and spoken sounds and be able to both decode and encode the sounds that they hear in words.
- **Fluency:** Reading fluency is the ability to read a text easily. Reading fluency consists of accuracy, automaticity, expression, and prosody. Fluency practice begins in Kindergarten and First Grade as fluency in letter names/sounds (rapid automatic naming), sight words, Consonant/Vowel/Consonant (CVC) 3 letter words, and texts with repeated patterns. As students progress to second grade and above, fluency means being able to read grade level texts smoothly and with expression without stopping to decode words to access meaning. A

fluent reader is able to coordinate all aspects of fluency to construct the meaning of the text and demonstrate depth in comprehension.

- **Vocabulary:** Vocabulary is a crucial component of literacy instruction as it plays a significant role in developing reading and writing skills. Vocabulary refers to the words that a person knows and understands, and it includes not only the meanings of words but also their spellings, pronunciations, and usage in context. Vocabulary instruction starts with verbal vocabulary and continues into reading and writing words. It includes the explicit instruction of word meanings, using context clues to determine the meaning of unfamiliar words, word roots, prefixes, and suffixes to help students decipher the meanings of words they may not have encountered before. Encouraging students to read widely and to engage in conversations about what they are reading can also help to build their vocabulary. Vocabulary is integrated into all subjects. Academic, domain specific and social vocabulary are taught explicitly throughout the day and we include vocabulary in our ELD Language Objectives. Vocabulary instruction is an essential component of literacy instruction that can help students to develop strong reading and writing skills. By expanding their vocabularies, students can better understand what they read and express themselves more effectively in writing.
- **Comprehension:** Reading comprehension is the ability to understand and interpret oral and written language. It involves a range of cognitive processes, including decoding, vocabulary knowledge, text organization, and critical thinking skills. When students have strong reading comprehension skills, they are able to hear, read and understand individual words while comprehending the meaning and context of larger pieces of text. This enables them to draw conclusions, make inferences, and extract key information from the text.

The TK-4 Literacy Framework uses various curricula and programs to measure, evaluate, and support students' literacy development during the literacy block. The framework describes each grade level's specific instructional minutes and resources to use when teaching any literacy component. For example, the Kindergarten literacy block includes these components and assessments:

Kindergarten Literacy Block

Literacy Blocks	Component	Daily Minutes (M-Th)
Phonics Whole Group	Phonemic Awareness Phonics/Decoding	≥10 mins Heggerty ≥30 mins Foundations *Vocab is embedded in Heggerty and Foundations
ELC (Expeditionary Learning Curriculum) Whole Group	Comprehension Vocabulary	≥50 mins

Literacy Groups (does not include ELD block) Small Groups	Fluency/Automaticity Vocabulary Comprehension Phonics/Decoding Phonemic Awareness	≥40 mins
---	---	----------

Kindergarten Literacy Assessments

Component	Site Assessment	Network Assessment
Phonological/Phonemic Awareness	Heggerty DIBELS (Progress Monitoring)	i-Ready Diagnostic Assessment (Fall, Winter, Spring) mClass DIBELS (Fall, Winter, Spring)
Phonics	Foundations Unit Assessments DIBELS (Progress Monitoring)	i-Ready Diagnostic Assessment (Fall, Winter, Spring) mClass DIBELS (Fall, Winter, Spring)
Fluency	Upper and Lowercase Letter Names, Letter Sounds, High Frequency Words (Fall, Winter, Spring) DIBELS (Progress Monitoring)	mClass DIBELS (Fall, Winter, Spring)
Vocabulary	ELC Formative and Summative Assessments (see Assessment Calendar)	i-Ready Diagnostic Assessment (Fall, Winter, Spring)
Comprehension	ELC Formative and Summative Assessments (see Assessment Calendar)	i-Ready Diagnostic Assessment (Fall, Winter, Spring)

All grade level Leaders and Teachers are trained to implement their respective grade level’s literacy block expectations and assessments. These high quality instructional materials are all aligned to the Science of Reading and ensure explicit reading instruction takes place and is measured, and supportive interventions within those resources are used to meet the needs of all students. Literacy block frequency and progress monitoring expectations are clearly outlined for all MTSS tiers.

Classes in History/Social Studies, Science, Physical Education, and Enrichments will be able to serve both as an opportunity to develop students’ literacy skills to a greater degree, as well as to increase

their content knowledge in these subjects. Increasing reading fluency across subject areas will allow students to access content in all of their classes to a greater degree. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information.

During the ELC portion of ELA instruction, our ELC block, students practice and apply all of these foundational reading skills to grapple with comprehending complex text, building background knowledge, increasing academic and domain specific vocabulary as well as concept-based writing. ELC integrates all five components of literacy through four models worth of lessons, a combination of individual, whole group, and small group assignments and activities, mid, end-of-unit assessments, and performance tasks. Teachers follow a grade-level specific scope and sequence of lessons that make the curriculum guaranteed and viable, and they measure student mastery of standards through curriculum-based assessments and i-Ready benchmark assessments .

Equitas Academy #5 adopted the ELC as its core English Language Arts curriculum for grades K-4 in Fall 2022. Expeditionary Learning Curriculum’s core practices are⁵:

- *Choosing, Adapting, and Enhancing Curriculum:* EL Education supports districts and schools that choose, adopt, or enhance published curricula as well as those that design their own curricula. High-quality curricula give all students access to challenging content and engaging lessons that prepare them for college, careers, and global citizenship.
- *Curriculum Mapping:* Curriculum maps describe a vertical sequence of learning targets and a year-at-a glance view of what's being taught and assessed across disciplines. They are the foundation for all planning, instruction, and assessment.
- *College and Career Readiness:* A college-bound curriculum features high expectations for all students, a schoolwide college-and career-bound culture, and structures that allow time for the post-graduation search and application process.
- *Supporting Global Citizenship:* Global citizenship includes knowledge of diverse cultures, languages, and political systems as well as natural systems. It embraces environmental stewardship and social justice to grapple with the world’s most complex problems.
- *Promoting Social, Emotional, and Physical Wellness:* The curriculum should promote character development and wellness through social and emotional learning, physical activity, and opportunities to learn and be active outdoors throughout the school day.

⁵ Expeditionary Learning Curriculum <https://eleducation.org/core-practices/curriculum/>

- *Designing Case Studies:* The curriculum incorporates case studies of narrow topics that help students focus their research and become experts on a specific topic before they generalize their learning to broader concepts and content.
- *Incorporating Fieldwork, Experts, and Service Learning:* Students use the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work. They are active investigators, applying the research tools, techniques of inquiry, and standards of presentation used by professionals in the field.
- *Designing Projects and Products:* Teachers engage students in rich learning experiences (projects) that culminate in high-quality products or performances for audiences beyond the classroom. The products of student projects are typically modeled after professional work.
- *Designing Learning Expeditions:* Learning expeditions are long-term, in-depth studies that make standards come alive for students. They involve students in original research, critical thinking, and problem solving, and they build character along with academic skills.

Equitas Academy #5 utilizes the ELC block to implement the module lessons which span a full school year. These modules “allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout”⁶. K-4 modules were all built using the principles of backward design, meaning that they started by identifying what the learning experiences would enable students to know and be able to do by the end of each module. In addition, there is a culminating Performance Task in the last unit of each module and all the preceding modules prepare students to meet the expectations of that task. Teachers progress monitor student standard mastery by using the ELC standards-based assessments within each unit. All K-4 module unit lessons provide students with standards-based reading, writing, and speaking opportunities and assessments.

The K-4 ELC lessons within each module utilize the following structure and experiences to ensure students meet CCSS:

1. Learning Targets: daily goals aligned to CCSS that communicate a clear focus and helps teachers and students assess progress towards outcomes
2. Close Read-Alouds and Complex Text Work: students engage high-quality, content-rich texts by reading them multiple times to build academic vocabulary, background knowledge and reading comprehension
3. Writing Tasks: both on-demand and process writing tasks—narrative, opinion, and informational—allow students to synthesize knowledge and practice expressing ideas clearly
4. Speaking & Listening: academic conversations, collaborative group work and individual presentations are structured to deepen understanding through dialogue, which also reinforces module and lesson content
5. Work Time and Workshop Structures: afford daily opportunities for students to work individually, in pairs, or small groups through various protocols for collaborative work,

⁶ Expeditionary Learning Curriculum: (<https://eleducation.org/resources/k-5-language-arts-curriculum-overview/>)

while simultaneously, Teachers can pull small groups and leverage centers and supplemental online programs to meet the needs of all students

6. Assessments: formative (e.g. exit tickets) and summative (end-of-unit tests, tasks and performance tasks) assessments are used to measure student mastery of standards and progress towards module learning objectives
7. Habits of Character: social-emotional and character development themes are embedded in all lessons to cultivate a positive learning community, fostering a whole-child approach to teaching and learning.

All of these ELC lesson components are interconnected; they work together daily to build background knowledge of complex topics and concepts through read-alouds and close-reading, where speaking and listening enhance comprehension and prepare students to apply learning in their writing tasks. The social-emotional learning enables collaboration and respectful discourse throughout various individual and collaborative activities and assignments. And, lastly the embedded assessments are authentic requiring students to think not just recall.

Teachers use ELC module lessons and resources to facilitate deep engagement and learning. ELC provides teachers with scaffolds and support to meet the needs of diverse learners, and those consistent routines reduce planning. The rich texts and structured lessons align with equity-focused instruction and culturally responsive teaching practices.

ENGLISH LANGUAGE DEVELOPMENT (Core)

The English Learner student population at Equitas Academy #5 has consistently been around 50%. Given that English Language Development is a priority and is foundational to success in grade-level mastery in all subject areas, explicit attention is given to ensuring that English Language Development is woven throughout Equitas Academy #5 classrooms. Designated English Language Development occurs daily during a 20-minute school-wide intervention period in which English Learner students are placed into small groups based on their ELPAC proficiency level. Designated English Language Development is taught by the grade level English teacher. The Designated English Language Development model ensures that students are placed in English Language Development courses that align to their language proficiency levels. Schools use data from the Summative English Language Proficiency Assessment for California, specifically, domain data to place students in courses. Throughout the year, teachers gather quantitative and qualitative data to determine if students' current course placement meets their needs. During Designated English Language Development linguistic scaffolds are differentiated to ensure the appropriate level of support is offered.

ELD Instruction is described further under Element 1.23, Reaching All Students.

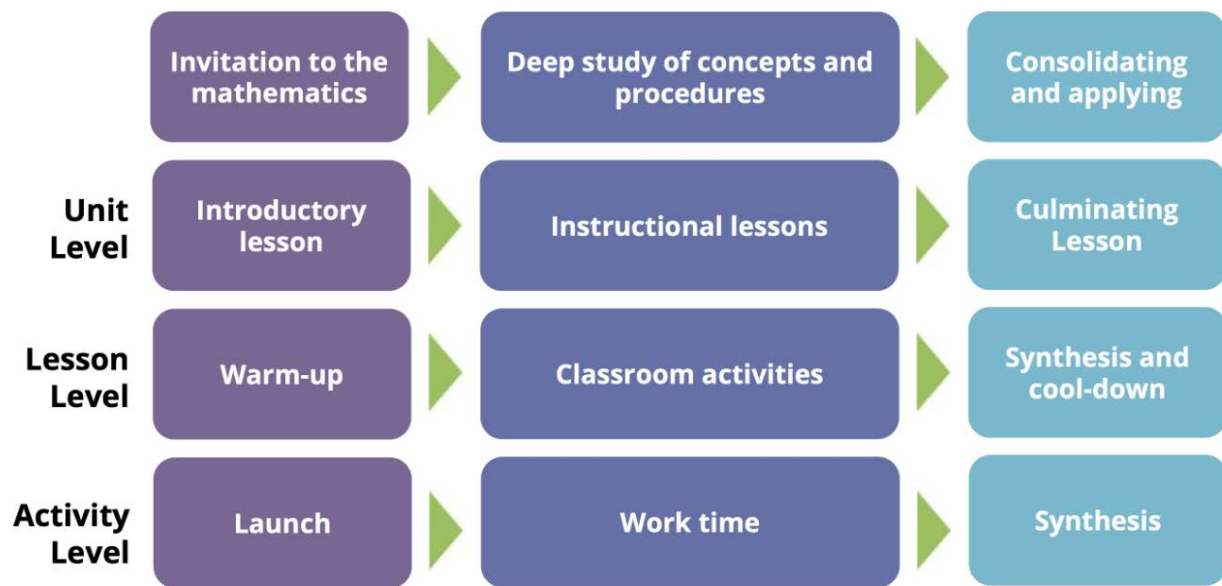
MATHEMATICS (Core)

Math instruction at Equitas Academy #5 will be based on California Common Core standards and the 2023 California Mathematics Framework. Teachers utilize high quality instructional materials to facilitate a problem-based instructional approach, which allows students to learn content and achieve standard mastery. Curriculum and instruction incorporate Universal Design for Learning

principles to help students learn math by engaging, discussing, and solving mathematical problems that are set in real-world contexts. Teachers reinforce literacy in math instruction as well by teaching students how to comprehend questions within math problems, construct arguments using precise language, and present their thinking, process and work in organized formats. Mathematics instruction is accessible to all types of learners because the problem-based approach encourages students to leverage their current understanding, lived experiences, and the world around them as a resource for solving mathematical problems.

Kindergarten through fourth grade teachers utilize the Imagine Learning Illustrative Mathematics platform and digital instructional materials daily to develop a math learning community in each classroom and provide families with timely aligned support resources. Teachers are provided ongoing annual mathematics professional development and coaching and support throughout the school year to ensure they facilitate connections between students' prior understanding and grade-level standards. Imagine Learning Illustrative Mathematics creates these connections for teachers and students through a coherent progression, which creates a mathematical story that spans units, lessons, and activities of each grade level's standards and research-based learning trajectories. The curriculum's design and structure imply that all students can learn grade-level math by doing math individually, collaboratively in small groups, and as a whole class. Families are informed and supported by Unit Overviews, video recorded sample lessons, and by math activities sent home or offered at the Charter School to ensure they can reinforce mathematics teaching and learning at home.

The overarching design structure is replicated in each unit, lesson and activity. Before students are introduced to formal mathematical language, they are invited to use their prior knowledge and vocabularies to make sense of new ideas, concepts and skills. Afterwards they do a deep study of standards-based concepts and procedures and conclude learning with synthesis and an opportunity to consolidate their work, comparing their thinking and connections to the lesson's goals. All lesson components are filled with carefully curated contexts and numbers aligned to the scope and sequence of the learning goals. Each level of the design structure is as follows:



Each Unit includes lessons with the following components:

- The first few lessons of each Unit includes an **“Invitation”** to the mathematics of the day’s lesson by providing an accessible entry point for all students and allows Teachers to observe students’ prior knowledge.
- Each lesson starts with a launch into a **“Warm-up”** to activate prior knowledge and prepare students for new learning. Students get time to work independently, then the Teacher facilitates a discussion of students’ thinking and steps in small groups and as a class.
- Then, students are engaged in **“Instructional Activities”** that introduce them to new ideas, vocabulary, procedures and contexts, and they are encouraged to make connections between them. Whether students are working independently or in small groups is determined by the activity they are engaged in.
- Lessons end with two important learning opportunities:
 - to **“synthesize and consolidate”** all of the days learning, and
 - a **“Cool Down”** activity, which is an opportunity to apply what was learned

Students are exposed to three aspects of rigor throughout lessons: conceptual understanding, procedural fluency, and the ability to apply concepts and skills to math problems with and without real-world contexts. All the components of the lesson, structures and built-in routines, centers, and practice problems help students develop fluency. The following Sequence of Key Skills and Strategies

- In grades K-2: Concepts, skills, and problem solving related to addition and subtraction
- In grades 3-5: Concepts, skills and problem solving related to multiplication and division of whole numbers and fractions

Equitas Academy #5 utilizes the network-wide assessment calendar to integrate summative and formative math assessments throughout the school year, and these are used to progress monitor

students' mastery of standards, and to determine responsive tiered supports for each student. The i-Ready Math Diagnostic given at the BOY, MOY, and EOY, and Illustrative Math Unit assessments are used for trend analysis throughout the year. While daily Exit Tickets, short weekly assessments, and weekly i-Ready Math practice help teachers and students identify and address immediate learning gaps with reteaching or additional differentiated supports. Performance Tasks are also incorporated a few times a year to ensure students practice applying grade level concepts and skills like they do on state assessments.

SCIENCE (Core)

Equitas Academy #5 utilizes science curriculum and supplemental instructional materials aligned with the Next Generation Science Standards to support three-dimensional learning, equity and early science engagement. Science instruction examines core science concepts (life, physical, Earth/space and engineering) and crosscutting concepts through science and engineering practices. Students are taught in an integrated and hands-on way, often pretending to be past, present, and futuristic scientists investigating and exploring phenomena and global, national and local environmental challenges. California science law, emphasizing environmental principles and concepts, encourages students to research and make connections between their own lives, their community and those around the world. Teachers utilize developmentally appropriate experiments, investigations and projects to ensure students are formulating and asking questions, testing ideas, collecting evidence and drawing conclusions. Diverse learners, including English Learners and students with disabilities, are all supported with cognitive and language tools, visuals, manipulatives, real-world contexts and storytelling. Science vocabulary, sentence frames, and academic discourse are practiced in reading, writing, speaking and listening tasks, individual assignments and collaborative protocols. Formative and summative Science assessments, as well as Performance Tasks are used to assess what students know and what they can do with what they know.

Science assessments, for example, include sections that focus on the scientific concepts and key terms from a unit of instruction as well as a performance task component that require students to synthesize and analyze data from laboratory experiments. Science teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. Science teachers implement the science practice standards of the Next Generation Science Standards Framework including:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Equitas Academy #5 uses curriculum and supplemental instructional materials to integrate three-dimensional learning throughout the following K-4 Science Units of Study:

K-4 Science Units of Study	
<p><u>Kindergarten</u> Forces and Interactions Interdependent Relationships in Ecosystems Weather and Climate Engineering Design (K-2)</p>	<p><u>1st Grade</u> Waves Structure and Function Space Systems Engineering Design (K-2)</p>
<p><u>2nd Grade</u> Matter Ecosystems Earth’s Systems Engineering Design (K-2)</p>	<p><u>3rd Grade</u> Forces and Interactions Ecosystems Inheritance and Variations Weather and Climate Engineering Design (3-4)</p>
<p><u>4th Grade</u> Energy Waves Structure and Function Earth’s Systems Engineering Design (3-4)</p>	

Science instruction is developmentally sequenced building on complexity year after year, and engineering design is threaded throughout every grade level fostering problem-solving and creative thinking.

HISTORY-SOCIAL SCIENCE (Core)

History-Social Studies instructional practices at Equitas Academy #5 are designed to help scholars understand the world, both historically and in the context of current events, and how these shape our daily lives. Scholars are encouraged to investigate events and issues from multiple perspectives, enabling them to make informed decisions and construct meaningful interpretations. The curriculum and instructional materials are reflective of scholars' diverse backgrounds, ensuring that the topics are relevant to the students we serve. Equitas Academy #5 uses a California state-adopted Social Studies curriculum that aligns with the California Department of Education's History-Social Science Framework, meeting the needs of all scholars, including ELs and SWD, who receive tailored support and scaffolding. History-Social content integrates inquiry-based and culturally responsive teaching methods, along with social-emotional learning opportunities. Teachers are equipped with resources and tools to guide scholars in understanding positive, effective, and ethical interactions within their local community, the state, the nation, and the broader world.

K-4 History-Social Science Units of Study	
<p><u>Kindergarten</u> <i>Learning and Working Now and Long Ago:</i> Citizenship, community roles, rules and responsibilities, maps and symbols</p>	<p><u>1st Grade</u> <i>A Child's Place in Time and Space:</i> Understanding self in relation to time and place, rules origin, school, community map use</p>
<p><u>2nd Grade</u> <i>People Who Make A Difference:</i> Exploring historical individuals, laws, government, family history, civic roles</p>	<p><u>3rd Grade</u> <i>Continuity and Change:</i> Local/regional history: mapping, indigenous peoples, colonization, government's evolution</p>
<p><u>4th Grade</u> <i>California, A Changing State:</i> California history, geography, Native Californians, missions, Gold Rush, statehood and government systems</p>	

Equitas Academy #5 uses a high quality curriculum to integrate History-Social Science through sequential development, increasing complexity, interconnected civic themes, and continuity in skills and knowledge. Students begin by focusing on their immediate environment in Kindergarten, then their lenses are widened through community, historical figures, local/regional history, and culminates in 4th grade with statewide history. These concepts are deepened each year, from personal identity to basic map skills, analyzing historical change, multiple perspectives and government systems. Throughout K-4 History-Social Science, students explore citizenship, time/place, individual contributions, and systemic change, which lays the foundation for civic literacy and critical thinking. Critical historical thinking skills are reinforced throughout K-4 as well by providing students multiple opportunities to interpret sources, compare past and present, and understand cause/effect in relationships and systems.

PHYSICAL EDUCATION AND HEALTH (Core)

In alignment with the California Physical Education Content Standards, Equitas Academy #5's Physical Education curriculum teaches students how their bodies move and how to perform a variety of physical activities, and it reinforces messages about nutrition. Students are prepared for the California Physical Fitness Test, and they learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. In the Physical Education curriculum, students develop positive social skills, cooperate with others, and accept responsibility for their actions.

ADDITIONAL ENRICHMENT COURSES / ELECTIVE COURSES

For students to become competitive and college bound, they must be well-rounded and have access to enrichment learning opportunities. Equitas Academy #5 offers a well-rounded

instructional program that includes a range of enrichment courses, which complement the core academic program. Equitas Academy #5 develops students’ talents and interests through daily enrichment programming; they are enrolled in at least one enrichment course during every trimester. Offerings typically include Visual and Performing Arts, including yoga and dance, and other courses based on student interest. The enrichment curriculum ensures students have access to an education that enables them to be well-rounded individuals as well as competitive candidates to selective college preparatory high schools. These enrichment courses are complemented for many students through participation in extended learning opportunities after school.

TECHNOLOGY

Students in the 21st century need to master technological skills that enables them to apply evolving technologies to expand their educational experience, accelerate their learning and navigate an evolving world. Students receive explicit instruction in basic typing skills, Word, Excel, PowerPoint and email. In addition, students use multiple internal and external curriculum and assessment-based platforms to engage adaptive learning experiences, to research and fact find, to complete and submit assignments, to collaborate on pair and group projects, and to measure and progress monitor standard mastery across all content. Technology instruction is integrated into the core curriculum, Physical Education, enrichments, and used for benchmark and formative assessments, as well as state testing. Equitas Academy #5 achieves a 1:1 student-to-laptop educational experience to ensure student learning expands beyond the adopted curriculum. To meet these goals, staff are also trained by site and network-based teammates.

Content	TK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
ELA	Benchmark Ready to Advance Curriculum	Expeditionary Learning	Expeditionary Learning	Expeditionary Learning	Expeditionary Learning	Expeditionary Learning
Math		Imagine Learning Illustrative Math	Imagine Learning Illustrative Math	Imagine Learning Illustrative Math	Imagine Learning Illustrative Math	Imagine Learning Illustrative Math
Science		Carolina Science and Amplify	Carolina Science and Amplify	Carolina Science and Amplify	Carolina Science and Amplify	Carolina Science and Amplify
Social Studies		Impact (McGraw-Hill)	Impact (McGraw-Hill)	Impact (McGraw-Hill)	Impact (McGraw-Hill)	Impact (McGraw-Hill)
Enrichments & PE		Teacher Created Standards-Based Units	Teacher Created Standards-Based Units	Teacher Created Standards-Based Units	Teacher Created Standards-Based Units	Teacher Created Standards-Based Units
Reading Intervention	Equitas TK-4 Literacy Framework	mCLASS DIBELS	mCLASS DIBELS Wilson Reading System	mCLASS DIBELS	mCLASS DIBELS	mCLASS DIBELS

		Wilson Reading System i-Ready	i-Ready	Wilson Reading System i-Ready	Wilson Reading System i-Ready	Wilson Reading System i-Ready
Math Intervention	Mathshelf	i-Ready	i-Ready	i-Ready	i-Ready	i-Ready
English Language Development	Benchmark Ready to Advance	Equitas-created Curriculum	Equitas-created Curriculum	Equitas-created Curriculum	Equitas-created Curriculum	Equitas-created Curriculum

The table below identifies course offerings for grades K-4th Grade:

Core Courses	TK	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade
English Language Arts	✓	✓	✓	✓	✓	✓
Math	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓
Social Studies	✓	✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	✓	✓
Electives						
Visual & Performing Arts	✓	✓	✓	✓	✓	✓

Independent Study at Equitas Academy #5

The Independent Study (“IS”) Program at Equitas Academy #5 is an **optional alternative to in-person learning** designed for students who need to stay home due to **extended illness** or **safety concerns** that last longer than fifteen (15) days. It gives students the opportunity to continue learning from home with support from their teachers. No student shall be placed into independent study unless the Charter School and the student’s educational rights holder determines that independent study is appropriate for the student. No student shall be required to participate in independent study.

In no circumstances will the Charter School authorize a student to participate in independent study if doing so would be anticipated to cause the Charter School to claim nonclassroom-based

ADA in excess of 20%. The Charter School will operate its IS Program in conformance with the legal requirements under Education Code Section 51744 and related regulations, including with respect to the adoption of a legally compliant independent study policy by the Charter School's governing board, the use of a legally compliant independent study master agreement, the supervision of independent study students by credentialed teachers, compliant recordkeeping, the maintenance of applicable ADA, certificated FTE ratios, implementation of tiered reengagement strategies and processes, and all other legal requirements.

As an example of such processes, a written agreement must be signed by the student, parent/guardian, and teachers before starting independent study. A student's participation in the IS Program can last for no more than one (1) school year per the written agreement. At any point during their participation in the IS Program, students can and shall be returned to in-person learning expeditiously but no later than **within five (5) school days** upon request by their educational rights holder. If the request is not received in writing, the Charter School will memorialize the request in writing.

Students and families can expect the following Independent Study Program requirements:

- **Assignments & Deadlines:** Students will receive work aligned to grade-level standards and must complete each assignment within five (5) school days
- **Participation & Progress:** If a student misses three (3) days of work in a 5-day period or falls behind academically, the Charter School will review whether independent study is still the best fit.

Specific instructional supports include:

- **Grades TK–3:** Daily live lessons
- **Grades 4–8:** Daily check-ins + weekly live instruction
- **Grades 9–12:** At least weekly live instruction

Equitas Academy #5 provides devices, internet access, and extra help for English learners, students with IEPs or 504 plans, and others who need additional support. In addition, the Charter School provides students and families with contacts for technology support.

The curriculum and instructional materials utilized in independent study will be the same curriculum and instructional materials utilized in the Charter School's in-person academic program, adapted or differentiated to the extent necessary for each student to be able to access and engage with the materials and learning concepts on a remote or independent study basis. The student's teacher or record may assign additional or different standards-aligned assignments as appropriate to personalize learning for the student and to meet their individual needs. Students participating in independent study shall have access to the same academic and non-academic supports available to students in the in-person program as described in this petition, modified or adapted as necessary for a student to participate through independent study or remote learning.

1.16 TRANSITIONAL KINDERGARTEN

The Equitas Transitional Kindergarten (“TK”) Framework outlines a comprehensive, developmentally appropriate approach to early childhood education, designed to support four-year-olds through structured play, academic instruction, and social-emotional learning. Classrooms are organized into themed learning centers (e.g., literacy, math, dramatic play) and include visual aids and personalized student elements. The daily schedule balances academic time with physical activity, designated ELD, and free play, supporting whole-child growth. The Charter School adheres to legal requirements for classroom size and adult to student ratios for TK, as set forth in Education Code Section 48000(g).

Instruction is guided by core curricula such as Benchmark (ELA), Wilson Foundations (phonics), Heggerty (phonemic awareness), and Kimochis (SEL), with assessments conducted through ESGI and Benchmark tools each trimester. Additional supports include instructional aides, toileting plans for students needing assistance, and Resource Specialists (RSP) for students with IEPs. The framework emphasizes inclusive, restorative behavior practices and prioritizes psychomotor development as a key component of physical education.

Before and After-School Programming

Before and after-school programming extends the school day to provide academic and well-being interventions, expose students to additional enrichment activities, and further connect what they are learning to college, career and life pursuits. Select students are expected to attend before, or after-school tutoring sessions facilitated by an Equitas teacher. Academic programming is supplemented by the use of adaptive software which is used under the supervision of designated external partners. Enrichment activities range from visual arts, drama, science and technology, as well as field trips aligned with key outcomes. Before and after-school learning opportunities meet substantial community needs, which ultimately deepens the education partnership between home and school.

1.17 Academic Calendar and Schedules (2025-26)



2025 -2026 Equitas Academy Charter Schools Academic Calendar Board Approved v2

<p>4 No Summer Program/ Independence Day 14-18 New Families Orientation 21-25 Returning Family Registration 29 Last Day of Summer Program 31 New Staff Orientation</p>	<table border="1"> <thead> <tr><th colspan="7">JULY</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	JULY							S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<table border="1"> <thead> <tr><th colspan="7">JANUARY</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	JANUARY							S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>1 No School/New Year's Day 2 No School/PD Day 13 EQ/EO3 Cafecito 14 EQ2/EO4 Cafecito 15 EQ5/EO6 Cafecito 19 No School/MLK Day</p>							
JULY																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
			1	2	3	4																																																																																																													
5	6	7	8	9	10	11																																																																																																													
12	13	14	15	16	17	18																																																																																																													
19	20	21	22	23	24	25																																																																																																													
26	27	28	29	30	31																																																																																																														
JANUARY																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
					1	2																																																																																																													
3	4	5	6	7	8	9																																																																																																													
10	11	12	13	14	15	16																																																																																																													
17	18	19	20	21	22	23																																																																																																													
24	25	26	27	28	29	30																																																																																																													
31																																																																																																																			
<p>Instructional Days: 0 Working Days for Returning Teachers: 0</p>	<table border="1"> <thead> <tr><th colspan="7">AUGUST</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	AUGUST							S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<table border="1"> <thead> <tr><th colspan="7">FEBRUARY</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	FEBRUARY							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>10 EQ/EO3 Cafecito 11 EQ2/EO4 Cafecito 12 EQ5/EO6 Cafecito 16 No School/President's Day 23 ELPAC SA Testing Window Opens 27 End of Trimester 2</p>
AUGUST																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
					1	2																																																																																																													
3	4	5	6	7	8	9																																																																																																													
10	11	12	13	14	15	16																																																																																																													
17	18	19	20	21	22	23																																																																																																													
24	25	26	27	28	29	30																																																																																																													
31																																																																																																																			
FEBRUARY																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
						1																																																																																																													
2	3	4	5	6	7	8																																																																																																													
9	10	11	12	13	14	15																																																																																																													
16	17	18	19	20	21	22																																																																																																													
23	24	25	26	27	28	29																																																																																																													
30	31																																																																																																																		
<p>Instructional Days: 14 Working Days for Returning Teachers: 20</p>	<table border="1"> <thead> <tr><th colspan="7">SEPTEMBER</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table>	SEPTEMBER							S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<table border="1"> <thead> <tr><th colspan="7">MARCH</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	MARCH							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>6 No School/PD Day 11-12 Early Dismissal/Parent Conf. 13 No School/Parent Conf. 17 EQ/EO3 Cafecito 18 EQ2/EO4 Cafecito 19 EQ5/EO6 Cafecito 27 No School/Cesar Chavez Day Observed 30-31 No School/Spring Break</p>							
SEPTEMBER																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
		1	2	3	4	5																																																																																																													
6	7	8	9	10	11	12																																																																																																													
13	14	15	16	17	18	19																																																																																																													
20	21	22	23	24	25	26																																																																																																													
27	28	29	30																																																																																																																
MARCH																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
						1																																																																																																													
2	3	4	5	6	7	8																																																																																																													
9	10	11	12	13	14	15																																																																																																													
16	17	18	19	20	21	22																																																																																																													
23	24	25	26	27	28	29																																																																																																													
30	31																																																																																																																		
<p>Instructional Days: 21 Working Days for Returning Teachers: 21</p>	<table border="1"> <thead> <tr><th colspan="7">OCTOBER</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	OCTOBER							S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<table border="1"> <thead> <tr><th colspan="7">APRIL</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	APRIL							S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>1-8 No School/Spring Break 6 No School/PD Day 13-17 CAST 14 EQ/EO3 Cafecito 15 EQ2/EO4 Cafecito 16 EQ5/EO6 Cafecito</p>							
OCTOBER																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
			1	2	3	4																																																																																																													
5	6	7	8	9	10	11																																																																																																													
12	13	14	15	16	17	18																																																																																																													
19	20	21	22	23	24	25																																																																																																													
26	27	28	29	30	31																																																																																																														
APRIL																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
					1	2																																																																																																													
3	4	5	6	7	8	9																																																																																																													
10	11	12	13	14	15	16																																																																																																													
17	18	19	20	21	22	23																																																																																																													
24	25	26	27	28	29	30																																																																																																													
31																																																																																																																			
<p>Instructional Days: 22 Working Days for Returning Teachers: 23</p>	<table border="1"> <thead> <tr><th colspan="7">NOVEMBER</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	NOVEMBER							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<table border="1"> <thead> <tr><th colspan="7">MAY</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	MAY							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>1 ELPAC SA Testing window closes 12 EQ/EO3 Cafecito 13 EQ2/EO4 Cafecito 14 EQ5/EO6 Cafecito 11-29 SBAC Testing 25 No School/Memorial Day</p>
NOVEMBER																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
						1																																																																																																													
2	3	4	5	6	7	8																																																																																																													
9	10	11	12	13	14	15																																																																																																													
16	17	18	19	20	21	22																																																																																																													
23	24	25	26	27	28	29																																																																																																													
30																																																																																																																			
MAY																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
						1																																																																																																													
2	3	4	5	6	7	8																																																																																																													
9	10	11	12	13	14	15																																																																																																													
16	17	18	19	20	21	22																																																																																																													
23	24	25	26	27	28	29																																																																																																													
30	31																																																																																																																		
<p>Instructional Days: 13 Working Days for Returning Teachers: 14</p>	<table border="1"> <thead> <tr><th colspan="7">DECEMBER</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	DECEMBER							S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<table border="1"> <thead> <tr><th colspan="7">JUNE</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	JUNE							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>5 Last Day of School/Early Dismissal Juneteenth</p>							
DECEMBER																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
		1	2	3	4	5																																																																																																													
6	7	8	9	10	11	12																																																																																																													
13	14	15	16	17	18	19																																																																																																													
20	21	22	23	24	25	26																																																																																																													
27	28	29	30	31																																																																																																															
JUNE																																																																																																																			
S	M	T	W	T	F	S																																																																																																													
						1																																																																																																													
2	3	4	5	6	7	8																																																																																																													
9	10	11	12	13	14	15																																																																																																													
16	17	18	19	20	21	22																																																																																																													
23	24	25	26	27	28	29																																																																																																													
30	31																																																																																																																		
<p>Instructional Days: 13 Working Days for Returning Teachers: 14</p>			<p>Instructional Days: 5 Working Days for Returning Teachers: 5</p>																																																																																																																
<table border="0"> <tr> <td style="width: 20px; height: 10px; background-color: yellow;"></td> <td>No School</td> </tr> <tr> <td style="width: 20px; height: 10px; background-color: lightgreen;"></td> <td>Early Dismissal</td> </tr> <tr> <td style="width: 20px; height: 10px; background-color: lightblue;"></td> <td>PD Days</td> </tr> <tr> <td style="width: 20px; height: 10px; background-color: lightpurple;"></td> <td>Parent Conferences No School Day</td> </tr> </table>					No School		Early Dismissal		PD Days		Parent Conferences No School Day																																																																																																								
	No School																																																																																																																		
	Early Dismissal																																																																																																																		
	PD Days																																																																																																																		
	Parent Conferences No School Day																																																																																																																		
		<p>Total Instructional Days: 181 Returning Teachers Working Days: 194 Days before SBAC Testing: 162 Regular School Days: 143 Short School Days: 38 Total PD Days for New Teachers, IAs, BIs, RAs, CCs: 13 Total PD Days for Returning Teachers, IAs, BIs, RAs, CCs: 11 Total Parent Conference No School Days: 2</p>																																																																																																																	

1.18 Sample Daily Schedules

When students are scheduled for their classes, heterogeneous class cohorts create a community of students who share a similar school day experience. Shared experiences can yield a deeper sense of classroom and school belonging due to the strong relationship students have with one another and with their teachers. A sample of a cohort schedule is below.

All master scheduling strategies are re-evaluated annually alongside student performance and growth data. Shifts in these strategies occur annually to meet the needs of all students.

Students follow the same schedule Monday through Thursday, and have a different schedule on Fridays, to enable the schedule of weekly professional development for all educators. The sample schedules, alongside the cohort schedule, illustrate which content students take at what time and for how long.

Monday, Tuesday, Wednesday, Thursday

Time	TK	K	1	2	3	4
7:45 - 8:20	Breakfast (35)	Breakfast (35)	Breakfast (35)	Breakfast (35)	Breakfast (35)	Breakfast (35)
8:20 - 8:40	SEL (20)	SEL (20)	SEL (20)	SEL (20)	SEL (20)	SEL (20)
8:40 - 9:00	ELD (20)	ELD (20)	ELD (20)	ELD (20)	ELD (20)	ELD (20)
9:00- 9:35	Phonics (35)	Heggerty & Phonics (45)	ELC (60)	PE/ Enrichment (40)	Math Lesson / CR (80)	ELC (60)
9:35-9:40	Recess (20)					
9:40-9:45						
9:45-9:55						
9:55-10:10	Read Aloud (15)	PE & Enrichment (40)	Heggerty & Phonics (30)			Recess (20)
10:10 - 10:15	Literacy Centers (50)	ELC (60)	PE / Enrichment (40)	Recess	Phonics (20)	Math Lesson / CR (75)
10:15-10:25						
10:25-10:35						
10:35-10:45						
10:45-11:00						
11:00-11:05						
11:05-11:15						
11:15-11:25						
11:25 - 11:30						
11:30-11:45	Psychomotor (25)	K & 3rd Lunch (20) Recess (10)	Lit Groups (50)	Heggerty & Phonics (45)	K & 3rd Lunch (20) Recess (10)	Lit Groups (45)
11:45-11:55						

11:55-12:15	Math (20)					
12:15-12:35	Table Math (20)	Lit Groups (45)	1st & 4th Lunch (20) Recess (10)	Math Stories (20)	Lit Groups (15)	1st & 4th Lunch (20) Recess (10)
12:35-12:45	Math Centers (60)			Lit Groups (45)		
12:45-1:15		Math Stories (20)	Math Lesson / CR (60)		Lit Groups (20)	
1:15-1:30		Recess (20)		Math Lesson / CR (75)	Lit Groups (50)	PE / Enrichment (40)
1:30-1:35						
1:35-1:55		Science (20)	Math Lesson / CR (60)	Recess (20)	Math Stories (20)	Lit Groups (25)
1:55-2:15	Snack & Prep(20)					
2:15-2:30	Dismissal (15)	Math Stories (25)				Recess (20)
2:30-2:35						
2:35-3:15		Science/Social Studies (40)	Science/Social Studies (40)	Science/Social Studies (40)	Science/Social Studies (40)	Science/Social Studies (40)
3:15-3:30		Dismissal (15)	Dismissal (15)	Dismissal (15)	Dismissal (15)	Dismissal (15)

Friday

Time	TK	K	1	2	3	4
7:45 - 8:20	Breakfast (35)	Breakfast (35)	Breakfast (35)	Breakfast (35)	Breakfast (35)	Breakfast (35)
8:20 - 8:40	SEL (20)	SEL (20)	SEL (20)	SEL (20)	SEL (20)	SEL (20)
8:40 - 9:00	ELD (20)	ELD (20)	ELD (20)	ELD (20)	ELD (20)	ELD (20)
9:00 - 9:20	Phonics (30)	Foundations / Heggerty (30)	Foundations / Heggerty (30)	Fundations (20)	Math Meeting / CR (60)	Math Meeting / CR (60)
9:20- 9:30				ELC (40)		
9:30-9:40	GTK-G1 Community Meeting (20)	GTK-G1 Community Meeting (20)	GTK-G1 Community Meeting (20)			
9:40-9:50						
9:45-9:55	Read Aloud (20)	ELC (40)	ELC (40)			
9:55-10:05						
10:10 - 10:15				G2-G4 Community Meeting (20)	G2-G4 Community Meeting (20)	G2-G4 Community Meeting (20)

10:15-10:25	Literacy Centers (50)			Heggerty (20)	Fundations (20)	ELC (40)				
10:25-10:35		Math Lessons (45)	Math Lessons (45)							
10:35-10:45				PE (20)	ELC (40)					
10:45-11:00										
11:00-11:05	TK & 2nd Lunch (15) Recess (15)			Lit Groups (25)	Lit Groups (55)	TK & 2nd Lunch (15) Recess (15)	Lit Groups (20)	Lit Groups (50)		
11:05-11:15										
11:15-11:25										
11:25 - 11:30										
11:30-11:45	PE (20)	K & 3rd Lunch (20) Recess (10)		Math (40)	K & 3rd Lunch (20) Recess (10)	PE (20)				
11:45-11:55										
11:55-12:15	Math (60)			Lit Groups (55)		Lit Groups (10)				
12:15-12:35							PE (20)	1st & 4th Lunch (15) Recess (15)	Lit Groups (20)	1st & 4th Lunch (15) Recess (15)
12:35-12:45							Lit Groups (35)			
12:45-1:00							Choice Time (15)	Fun Friday (10) & PE (20)		Lit Groups (15)
1:00 - 1:15	Fun Friday (10)	Fun Friday (10)	Fun Friday (10)	Fun Friday (10)						
1:15-1:30	Dismissal (15)	Dismissal (15)	Dismissal (15)	Dismissal (15)	Dismissal (15)	Dismissal (15)				

1.19 Instructional Days & Minutes by Grade Level

Grade s	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	140	365	0	0	40	265	0	0	180	36000	61700	25700
1	Yes	140	365	0	0	40	265	0	0	180	50400	61700	11300
2	Yes	140	365	0	0	40	265	0	0	180	50400	61700	11300
3	Yes	140	365	0	0	40	265	0	0	180	50400	61700	11300

4	Yes	140	365	0	0	40	265	0	0	180	54000	61700	7700
---	-----	-----	-----	---	---	----	-----	---	---	-----	-------	-------	------

PROFESSIONAL DEVELOPMENT

1.21 Professional Development Opportunities for Educators

Professional development is a cornerstone of the Equitas model and is designed and facilitated through four annual Growth Cycles. Teachers begin the year in the first Growth Cycle with a week-long institute focused on the network’s instructional priorities, classroom management strategies, and data analysis protocols. Throughout the year, school leaders facilitate coaching and professional development based on student data generated and analyzed during each Growth Cycle. Educators engage in weekly professional development informed by Growth Cycle data, classroom observations, and instructional rounds. Teachers receive regular coaching from school leaders and are given dedicated time for lesson planning, curriculum internalization, and collaboration with peers. Equitas ensures that professional learning is responsive to teacher and student needs, fosters a culture of continuous growth, and drives instructional excellence.

Equitas Academy #5’s staffing and professional development model is designed to fully support the instructional program and cultivate a culture of high expectations. Through a network of skilled leaders and a school-based team committed to ongoing development, Equitas ensures that all students receive high-quality instruction from educators who are continuously growing in their practice.

Equitas Academy #5 plans professional development for staff members based on the following:

- Network-level and school-level goals
- Needs revealed by observations
- Needs revealed by data, including academic data (e.g., formative and summative assessments) and school culture data (e.g., student, family, and staff surveys), and
- Annual Growth Cycles:
 - Creating Equitastic Classrooms, July – October
 - Facilitating Inquiry, Dialogue and Debate, November – February
 - Providing Differentiation, Acceleration, and Intervention, February – May
 - Demonstrating and Reflecting on Learning, May - June

School-level goals are developed annually, in alignment with the Equitas network goals as determined by the strategic plan, Equitas Vision 2030. These goals are aligned to the three elements of the Equitas Approach: Academics, Well-Being, and Advocacy. All Equitas Academy #5’s professional development is designed to support team members in developing the competencies necessary to achieve these goals.

Equitas Academy #5, like all Equitas Academy Charter Schools, approach leader and teacher professional development with a Theory of Action and Growth Cycles each school year. The Theory of Action of all Equitas schools simply states that if we grow leaders at the network and site levels, then those leaders can collaborate to grow teachers at every site, and those teachers

can then grow students, academically, socially and emotionally. Focus areas for leaders and teachers are based on student academic and school culture data goals.

Teacher professional development is comprised of:

- Growth Cycles that enable teachers and leaders to focus on researched-based instructional practices and targeted coaching engagements
- Ongoing observations, feedback, and coaching engagements provided by a school administrator or site-based coach
- Intensive coaching engagements, aligned to the learning needs of individual teachers, are coordinated and facilitated via one-on-one meetings (or O3's) throughout the school year based on teacher needs, goals set at the beginning of the year, or based on observations, feedback and coaching
- Two days of New Teacher Orientation, provided during the summer to all new teachers
- New Teacher in class coaching, provided by the Network Talent Team
- At least five days of summer professional development, provided annually to all teachers
- A minimum of five full professional development days occurring periodically through the school year on non-instructional days
- Weekly professional development sessions, occurring throughout the school year, on early release days
- Independent Professional Development days are offered five to six times a school year for teachers to designate as self-directed professional development, or planning and collaboration time
- Differentiated professional development days are offered three to four times a year, which allow teachers and leaders to showcase best practice instructional skills and capacity, and then teachers choose a session to attend
- Teachers and staff participate in weekly PLC's
- Differentiated professional development days are offered three times a year, one per trimester, to provide teachers an opportunity to share promising new instructional practices and the data to support them. School Leaders also invite specific teachers and instructional leaders to share and model research-based instructional practices, curriculum implementation strategies, new centers and instructional programs that will accelerate student learning
- External professional development opportunities are offered based on funding and needs

Professional development plans are updated annually. Some major areas of focus include:

- Supporting mastery of adopted standards, including:
 - Common Core State Standards in Math and English Language Arts
 - Literacy (foundational and higher levels of reading and writing)
 - California's ELD Framework
 - Next Generation Science Standards
 - California History / Social Science Content Standards and the College, Career, and Civic Life (C3) Framework
- Implementation of research-based instructional strategies:

- Creating an Equitastic Learning Environment
- Facilitating Inquiry, Dialogue and Debate
- Providing Differentiation, Acceleration, and Intervention
- Demonstrating and Reflecting on Learning
- Support for diverse learners:
 - Providing scaffolds, language development opportunities, and resources for different student groups (English Learners, intervention and acceleration, and students with IEPs)
- Positive Behavior Interventions and Supports and Restorative Justice Practices
- New curriculum professional development and implementation when necessary

During professional development, teachers engage in learning through a wide range of activities, including: review of student data, analysis of student work samples, lesson internalization, and the planning of interventions. This professional learning is designed to support teachers in mastering each indicator on the Equitas Performance Management Framework, an example of which is the following (aligned to Danielson Framework):

Academics: Students possess the academic skills needed for success in their college, career, and life pursuits.	
Applying Knowledge of Content & Pedagogy	The teacher’s understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Setting Instructional Outcomes	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
Using Resources Effectively	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
Planning Coherent Instruction	Learning experiences prioritize the needs of individual students, ensure that all students can meet the intended outcomes, and support student assumption of responsibility for learning.
Designing & Analyzing Assessments	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
Using Assessments for Learning	Students take initiative to analyze their own progress against a clear standard to achieve the outcome and identify new opportunities and challenges.
Engaging Students in Learning	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.

Documenting Student Progress	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.
Well-Being: Students and team members possess a holistic range of skills needed to live fulfilling lives and maximize their success.	
Fostering a Culture for Learning	Students plan an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
Maintaining Purposeful Environments	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
Organizing Spaces for Learning	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
Responding Flexibly to Student Needs	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modification or spark new learning opportunities.
Contributing to School Community & Culture	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families who have been marginalized.
Growing & Developing Professionally	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
Advocacy: Students, families, and team members advocate for equity for themselves and others.	
Cultivating Respectful and Affirming Environments	Students plan an active role in creating learning characterized by a sense of community, where each member feels safe, valued, and connected.
Knowing & Valuing Students	The teacher’s knowledge of students is extensive and fosters student learning and development to support academics and personal success.
Supporting Positive Student Behavior	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.

Communicating about Purpose & Content	Communication about purpose and content is rich, nuanced, and relevant to students, inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
Using Questioning & Discussion Techniques	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
Engaging in Reflective Practice	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practice and mindsets focused on supporting students who need it most.
Engaging Families & Communities	The teacher's engagement of students, families, and communities focuses on supporting the academic and personal success of each student, especially students who have been marginalized.
Acting in Service of Students	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each student and prioritizes their needs.

Guidance for Classroom Observations

Classroom observations are prioritized regularly as part of professional development and the performance management cycle. Classroom observations may take place in a variety of manners including but not limited to:

Observation Type	Observers	Description
Landscape Observations	Network-Level or School-Level Leaders	<p>Landscape Observations provide insight into school-wide and/or network-wide patterns. Therefore, Landscape Observations are typically conducted as a part of a broader series of observations.</p> <p>Some reasons to conduct Landscape Observations include:</p> <ul style="list-style-type: none"> • To gain insight into how a school is leveraging its fiscal and human resources in service of meeting its priorities and outcomes • To identify trends across a school or schools (Elementary and Middle), grade level, or content • To gain insight into implementation of a school-wide or network wide initiative • To collect qualitative data to progress-monitor organizational priorities, goals, annual plans, and strategies

		<p>Feedback will typically not be provided to individual teachers after landscape observations, although it may be provided if something noteworthy arises during the observation of a particular classroom.</p> <p>Since the purpose of Landscape Observations is to identify trends, it may be more appropriate for those school-wide trends to be articulated and shared with the school leadership team who then may share it broadly with all staff at the school site.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Walkthroughs used to see how new curriculum is implemented and utilized • Chiefs & MD’s Walkthroughs to progress monitor goals on our Equitas Dashboard and Annual Initiatives
Strong Start	<p>School Leaders, Instructional Coaches (Network Leaders may serve as co-observers)</p>	<p>Strong Start Observations typically take place during the first 3 to 6 weeks of the school year, although they may be conducted at any time of the year, if applicable to the needs of any individual teacher. These observations provide an opportunity to give feedback on Strong Start Elements, including: Tone & Presence, Classroom Setup, Classroom Expectations, and Intellectual Preparation.</p>
Glows & Grows	<p>School Leaders, Instructional Coaches (Network Leaders may serve as co-observers)</p>	<p>Glows & Grows Observations can take place at any time in the school year. During the observation, the observer identifies the highest-leverage Glows. This is an observed teacher action that merits positive reinforcement. Ideally, this glow is connected to one of the teacher’s goals, is aligned to feedback that has previously been given, or is aligned to an action step that has been previously aligned. The observer also identifies the highest leverage Grow. The Grow is a specific adjustment that the teacher could make to the observed instruction, which is likely to result in strengthening teacher moves to improve student learning.</p>
Targeted Observation	<p>School Leaders, Instructional Coaches</p>	<p>These observations are designed to follow up on a previously discussed action step. Targeted Follow-Up observations are designed to collect data related to that action step. This data should be used as the foundation for an upcoming coaching conversation.</p> <p>For example, a teacher may indicate that they are working on improving the ratio of student talk to teacher talk during Designated ELD instruction. In this case, the observer would plan to observe the teacher during the Designated ELD block. The observer would have a narrow focus: collecting data on the amount of student talk and the amount of teacher talk. This</p>

		data would then be surfaced in a coaching conversation so that the teacher and the observer could reflect on progress and agree upon next steps.
Rubric-Aligned Glows & Grows	School Leaders, Instructional Coaches	In a Rubric-Aligned Glows and Grows observation, the observer views the lesson through the lens of the teacher rubric. For each rubric indicator, the observer provides a Glow and a Grow.
Rubric-Scored Observation (Scheduled)	Evaluators of Teachers	<p>In a Rubric-Scored observation, the observer views the classroom through the lens of the teacher rubric. The observer collects evidence related to each rubric indicator and assigns a score for each indicator.</p> <p>These observations should be scheduled with the teacher. Teachers may opt to have a planning meeting with the observer in advance of the observation.</p> <p>These scores are not meant to reflect the teacher’s overall performance. Rather, they reflect only evidence collected during that observation.</p>
<p>Co-Observations and Team Observations: Some of the above observation types may be conducted as a co-observation or team observation, which involves more than one observer. All observers and the teacher observed should be clear about the purpose of the observation and the purpose of having more than one observer.</p> <p>Some purposes of co-observations include:</p> <ul style="list-style-type: none"> • For the training/development of one of the observers • For multiple observers to calibrate their observational lenses • For co-teaching observations, or when there are multiple adults facilitating instruction for the same group of students <p>In most cases, the co-observers will debrief together after each observation or after a planned set of observations. When conducting co-observations, feedback to the teacher should typically be provided by the person who is working most closely with the observed teacher.</p>		

Sample Performance Management Cycle:

Before the Start of the School Year

- Teachers complete and submit initial planning sheets during the Summer PD session.
- Administrators conduct initial planning meetings with teachers
- Administrators determine which teachers will participate in specific coaching cycles and notify those teachers.

During Learning Cycles (multiple, annually)

- Administrators conduct regular observations based on teacher needs.
- Administrators & coaches participate in collaborative observation rounds.
- All teachers received observation and feedback at least once per round.
- Specific Instructional Coaching may be offered to teachers based on opportunities for growth or new learning as suggested by qualitative and / or quantitative data.

During the Final Learning Cycle of the School Year

- Administrators conduct End-of-Year Evaluation Meetings with teachers.

1.22 Candidate Recruitment

Equitas Academy seeks mission driven educators and professionals who want to work in a supportive community that is committed to building and sustaining a diverse, inclusive and equitable organization. In order to fulfill our mission, Equitas Academy #5 must recruit and retain teachers and staff who are qualified, talented and committed to our mission, vision and core values.

Some successful recruiting sources used to make connections with these candidates include:

- Online platforms such as Indeed, Edjoin, LinkedIn and Glassdoor
- Internal Applicants seeking to grow within the organization
- Referrals and referral campaigns
- External partner organizations such as Teach For America, TeachStart, and SelectEd
- Career Fairs

Once Equitas is introduced to candidates, a rigorous, multi-step hiring process helps vet individuals best suited for success as educators at Equitas. Throughout this process, hiring managers look for mission alignment, strength in instructional background and professionalism.

MEETING THE NEEDS OF ALL STUDENTS

1.23 English Learners

At Equitas Academy #5, we are committed to creating a rigorous and supportive learning community that prepares all students to pursue college, careers, and other life goals. In line with Equitas Academy's mission and vision, we ensure that English Learners receive the support necessary to thrive academically, socially, and emotionally, fostering both academic excellence and advocacy for equity. Equitas will implement its own LAUSD-approved English Learner Master Plan.

Our approach to English Learner's education emphasizes language development through a structured, asset-based model. We focus on helping students become fluent readers, speakers, and writers of English while maintaining their primary language skills. Serving families in the Pico-Union neighborhood, we have designed our academic program to meet both educational and

community needs. With a focus on literacy and support, we believe our students will accelerate their English language development and move toward mastery.

Our curriculum is designed to support English Learners by integrating and designating ELD instruction. Each aspect of language builds on the other, providing frequent opportunities for practice in a supportive environment. At the core of our English Learner program is an inclusive, structured English immersion model. This model fully integrates English Learners with their English-speaking peers while providing the support needed to accelerate language acquisition. We follow a comprehensive process for student identification, assessments, progress monitoring, and reclassification, ensuring continuous support. Our teachers receive professional development to meet the unique needs of English Learners.

Our approach ensures effective language acquisition while respecting culture and home language. We emphasize bilingualism as an asset, encouraging students to value speaking multiple languages.

Equitas Academy #5 also values strong communication with families, ensuring communication occurs in their native language as needed while English is used in the classroom for core content. This dual approach supports students' academic success while respecting their culture.

English Learner Instructional Program

Within the structured immersion program, Equitas Academy #5 meets the needs of a significant English Learner population via specific supports and strategies across the curriculum and an instructional day designed to foster their English Language proficiency. All English Learners receive daily Designated English Language Development and Integrated English Language Development to support their language proficiency growth.

Designated English Language Development

At Equitas Academy #5 Designated English Language Development occurs daily during a minimum 20 minute school-wide intervention period in which English Learner students are placed into small groups based on their English Language Proficiency Assessment for California proficiency level. Designated English Language Development is taught by the student's homeroom teacher. The Equitas Designated English Language Development model ensures that students are placed in English Language Development courses that align to their language proficiency levels. During Designated English Language Development linguistic scaffolds are differentiated to ensure the appropriate level of support.

Elementary School						
Grade	Transitional Kindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Proficiency Leveled Courses	TK D. ELD Level 1, 2, and 3	K D. ELD Level 1	1st D. ELD Level 1	2nd D. ELD Level 1	3rd D. ELD Level 1	4th D. ELD Level 1
		K D. ELD Level 2	1st D. ELD Level 2	2nd D. ELD Level 2	3rd D. ELD Level 2	4th D. ELD Level 2
		K D. ELD Level 2s/3s	1st D. ELD Level 3/4	2nd D. ELD Level 3/4	3rd D. ELD Level 3/4	4th D. ELD Level 3/4

The Designated English Language Development curriculum is internally designed and grounded in the California English Language Development Standards. The Designated English Language Development Curriculum is aligned to and compliments the Integrated English Language Arts curriculum – Expeditionary Learning. The curriculum is designed in units that give students explicit practice with language skills that support them in their Integrated English Language Development/ English Language class.

In each Designated English Language Development Unit there is a:

- Theme tied to the Integrated English Language Development / English Language Arts unit
- Practice in all four language domains (speaking, listening, reading and writing)
- Academic vocabulary and content specific vocabulary support
- A unit assessment developed from the skills in the California English Language Development Standards
- Scaffolds for emerging, expanding and development proficiency levels
- An explicit focus on students’ identity as multilingual learners
- Formative and summative assessments
- Authentic and embedded focus on how language works

In each Designated English Language Development lesson there is:

- A specific language objective that students will meet by the end of the lesson
- A check in question that serves to build connection between students and lower the affective filter to encourage student participation
- A connection to a text or audio from the English Language Arts Curriculum
- Several academic discourse opportunities for student to practice using academic language
- Scaffolds such as images, sentence starters, anchor charts, native language support, etc.
- Teacher modeling and explicit instruction focused on the skills in the language objective
- A formative assessment that assesses students’ proficiency with the daily language objective

In aligning the Designated English Language Development instructional routine with the core curriculum, Equitas Academy #5 gives English Learners the opportunity to connect their language development practice to the language demands of specific content taught during their core content areas. This is important because language and content are inextricably tied together and do not live in isolation.

Integrated English Language Development

Integrated English Language Development is taught daily and in all subject areas and classes throughout the school day. Integrated English Language Development teachers plan lessons based on core content standards, while adding an additional focus of the California English Language Development Standards to support the specific language acquisition needs of the English Learners in their classes. All Equitas Academy #5 teachers select a daily language focus which is tied to the language objective taught and practiced during Designated English Language Development.

Additionally, teachers utilize intentional language scaffolds, based on data, to ensure English Learners can access the core curriculum and build the academic language skills needed to fully interact with the core content. All Equitas core content curricula (Math, ELA, Science, and History/Social Science) are designed to meet the needs of English Learners by providing rigorous, standards-based learning experiences. Equitas Academy #5 English Learners are afforded repeated opportunities to practice and receive feedback on their application of skills outlined in the Common Core Standards. Additionally, English Learners receive extensive practice with all four language domains (speaking, listening, reading and writing) through the implementation of our core content curricula.

At Equitas Academy #5, English Learner students are taught by teachers who have or are pursuing a Cross-cultural, Language and Academic Development Certificate or a Bilingual, Cross-cultural, Language and Academic Development Certificate. Teachers have intimate knowledge of their students' varying abilities through data from multiple assessments, regular communication among teachers, informal weekly assessments and a trimester progress monitoring cycle. Our teachers work closely with one another across English Learner content areas to ensure the needs of English Learner students are met.

All Integrated English Language Development and Designated English Language Development teachers receive professional development throughout the school year which focuses on the following topics: analyzing and applying the English Language Development Standards into daily instruction, selecting a language objective and explicit language instruction, using data to inform and apply intentional scaffolds, structuring academic discourse to ensure English Learners practice speaking English and utilize academic language, building connection with English Learners and viewing students' native language as an asset in the classroom.

The following program(s)/resources are specific strategies that have proven to be effective for supporting EL students and are used at Equitas Academy #5:

- **LETRS (“Language Essentials for Teachers of Reading and Spelling”)**
LETRS is a professional development program that helps educators understand the science of reading. It focuses on essential skills like phonemic awareness, phonics, vocabulary, fluency, and comprehension, crucial for supporting English Learners in becoming proficient readers and writers.
- **DIBELS**
DIBELS is a set of assessments that monitor early literacy development. It provides data on skills such as phonemic awareness, fluency, and comprehension, helping teachers track English Learners’ progress and identify areas needing intervention.
- **Progress Monitoring through Ellevation Platforms**
Ellevation allows educators to track English Learners' language development and academic progress twice a year. It helps make data-driven decisions for targeted instruction and interventions to support students’ growth in language and content mastery.
- **Literacy Small Groups**
Small group instruction provides individualized support for English Learners, targeting specific literacy skills like decoding and comprehension. These groups are based on assessment data to address each student's needs effectively.
- **Afterschool Tutoring Groups**
Afterschool tutoring offers extra support outside of regular school hours. It focuses on reinforcing literacy, math, and academic English, providing students with the opportunity to catch up or accelerate their learning.

These programs combine to create a data-driven approach that ensures English Learners at Equitas Academy #5 receive the support needed to develop essential language and academic skills.

English Learner Identification and Assessment

Students Identification

Equitas Academy #5 adheres to all applicable state and federal laws and regulations about serving English Learner students. Families complete a home-language survey upon enrollment in the Charter School for all students who are entering a California Public school for the first time. Students whose primary language is not English and are entering a California public school for the first time will be assessed over the summer or within the first 30 days of enrollment using the Initial ELPAC. When TK students enroll in kindergarten, they will be eligible for testing with the Initial ELPAC or Initial Alternate ELPAC. After completing the testing in kindergarten, the students’ EL or Initial Fluent English Proficient (“IFEP”) status will be determined. Staff notify all parents of the ELPAC results within 30 days of enrolling. The ELPAC is used to fulfill the requirements for initial testing and the annual English proficiency testing of all English Learners in the spring of each year. As with all incoming students, additional assessments are administered to determine

the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary) to create a plan to best meet the student’s needs during both core classes, Designated ELD and additional expanded learning opportunities. EL students are placed in mainstream classes for core academics and receive additional English Language instruction during Designated ELD, using the English Language Development Standards for California Public Schools as a guide. The Equitas Academy #5 principal, in collaboration with teachers, uses assessment data to create a plan to meet the additional instructional needs of each student identified as an English Learner.

English Learner Assessment

In accordance with the California English Language Development Standards, students are assessed and monitored on the following domains: listening, speaking, reading, and writing. All English Learner students take the annual summative ELPAC in the spring of each year. Students with individual educational plans are given accommodations based on students’ Individual Educational Plans. Charter school staff notify parents of the results within 30 days of receiving the Summative ELPAC results or within two weeks of the start of the next school year if the results are received after our last day of instruction. Parents are notified regarding their child’s English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

How the Program Meets the State ELD Standards and Uses the Results of the ELPAC

Our programs to support English Learners are based on the 2012 California ELD Standards. Equitas Academy #5 administers the ELPAC system as the state’s measure of English language proficiency and for federal accountability under Title III of the Elementary and Secondary Education Act. The English language proficiency of all currently enrolled English Learners is assessed in accordance with the ELPAC test contractor’s directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC test, according to the guidelines set forth in the student’s IEP. Equitas Academy #5 notifies parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Students are monitored in conjunction with the California English Language Development Standards levels described below:

Level	Description

4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to- moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to- moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

Progress Monitoring and Reclassification

Equitas Academy #5 uses a systematic process to monitor English Learners’ progress toward English proficiency. Teachers assess student progress, both formally and informally, throughout the year. Assessment data is used to determine individual proficiency levels and to modify instruction to meet students’ needs.

Designated English Language Development teachers monitor the progress of English Learners through a trimester data cycle that includes data collection, intervention implementation, and data sharing with students and their families. Below are the descriptions for each part of the cycle of trimester progress monitoring:

- Data Collection: Designated English Language Development teachers monitor the progress of English Learners each trimester in all four language domains (speaking,

listening, reading and writing. Designated English Language Development teachers complete this assessment process through the Ellevation Software platform within a 30-day window which takes place twice a year.

- Data Analysis and Intervention: Based on the data collected, Designated and Integrated English Language Development teachers collaborate to analyze the data and then determine if additional interventions are needed. Classroom interventions include utilizing additional intentional scaffolds to provide greater access or a focus on sub-skills that need to be taught to support with a specific English Language Development standard. Some students might require more intensive interventions which would be discussed with all members of the grade level team and the student's parent/guardian to determine the most appropriate level of support.
- Data Sharing: Designated English Language Development teachers share the data collected with students and families each trimester. Students will participate in age-appropriate data chats with their teacher in which they co-construct a trimester goal based on the data in each of the four language domains. Teachers track student goals in the Ellevation platform. Classroom teachers share this data with families through parent conferences and comments on student report cards.

The Charter School site leadership (Principal, Assistant Principal and English Learner Teacher Leader) and Network Leadership (the Director of English Language Development) review the data on a trimester basis to determine trends and additional school-wide support that may be needed. Additionally, the Charter School site leadership team and the Director of English Language Development review "On-Track to Reclassify Report" provided through the Ellevation program on a quarterly basis. This report demonstrates how English Learners are currently progressing in each of the criteria for reclassification. Analyzing the data from this report helps identify students who may need interventions and highlights school-wide trends and professional development needs for teachers based on students' needs. A focal point of monitoring progress specifically analyzes the data of targeted groups of English Learners: Newcomers, At-risk of Long Term English Learners and Long-Term English Learners ("LTEs).

Newcomers

Newcomers are students who have been in the country for three years or less and students who are at the emerging language proficiency level who may be unable to complete some of the grade-level academic content and benefit from additional support. The teacher and instructional leadership team determine in-class and out-of-class support options for Newcomer students to ensure they do not fall behind in their core content proficiency. All newcomers in grades 3rd-4th grade use Imagine Learning software to support their specific learning needs. Imagine Learning is an adaptive software program that supports all language domains and provides targeted instruction for students. Additionally, Newcomers in 3rd and 4th grade are in a small group where they focus on learning survival phrases and foundational language skills using the Inside the USA curriculum published by National Geographic.

Process for monitoring progress and supports for Long Term English Learners and students at risk of Long-Term English Learners status

The Charter School tracks student performance of all English Learners, with a specific focus for Long-Term English Learners and students at risk of Long-Term English Learners status. All progress monitoring data is analyzed and filtered based on Long Term English Learner status to determine students who are Long-Term English Learners or at-risk. The needs of Long-Term English Learners are varied. Therefore, the Network Team collaborates with the Equitas Academy #5 leadership team to identify potential barriers to success for a student who has not acquired English at an expected rate; this information is used to determine the best intervention approach. Students and their families / caregivers are made aware of their Long-Term English Learners status, the characteristics of Long-Term English Learner students, and the risks associated with Long-Term English Learner status, as well as students’ specific barriers to reclassification and ways to address them. Additionally, students and their parents/guardians will be made aware if their students are at-risk of becoming a Long-Term English Learner.

Process for Monitoring Reclassified Fluent English Proficient (“RFEP”) Students

The Charter School also monitors the progress of students reclassified for four years following redesignation to ensure that they maintain English proficiency and are experiencing success in all content areas. Reclassified students who need additional support will receive intentional scaffolds and targeted intervention as needed. Supports are tracked in the Ellevation platform.

Reclassification

As previously stated, English Learner students will be re-evaluated each spring until re-designated as English Language Proficient. English Learners will be reclassified based on ELPAC Assessments, SBAC ELA Scores, i-Ready ELA scores, teacher recommendation, and parent consultation. The teacher’s recommendation will be based on a culmination of evidence, indicating mastery of ELD standards, which may include classroom-based informal and formal assessments, as well as interim and trimester exams, administered throughout the school year. Students who have been identified as English Learners will be reclassified to RFEP according to the following guidelines, based on the California Department of Education’s reclassification criteria:

Reclassification Criteria	
Assessment of Language Performance	Annual ELPAC Scores: Overall performance level of 4 which encompasses all language domains: listening, speaking, reading, and writing
Basic Skills Comparison	CAASPP ELA Results: CAASPP results in ELA at Standard Nearly Met, Standard Met, or Standard Exceeded Or i-Ready ELA Scores: Minimum of 30 th Percentile

Teacher Recommendation	Teacher confirms Language Performance Assessment and Basic Skills Comparison are accurate reflections of student’s readiness to reclassify through analysis of classroom assessments.
Parent Opinion and Consultation	Parents and teachers meet to discuss in a parent/teacher conference. OR Parents are sent a Notification of Reclassification and acknowledges the student’s change in language classification with an option for individual conference as needed.

Students who are reclassified continue to be monitored for four years after their reclassification. During this monitoring period, reclassified students no longer complete the English Language Proficiency Assessments for California test as it is no longer required. However, other assessment data is used to ensure reclassified students are closely monitored and supported, and that students continue to strengthen their language acquisition and use of academic language.

Reclassification for English Learners who have an Individualized Education Plan

English Learners who have been in the country for over 6 years and have an Individualized Education Plan are potentially eligible for an alternative reclassification process. The alternative reclassification process allows the Charter School to reclassify ELs who may not meet all of the traditional state criteria but demonstrate English proficiency through other measures.

Reclassification Criteria

The California Department of Education (“CDE”) provides four required criteria for Alternative reclassification:

1. **Assessment of English proficiency** – Typically measured by the **English Language Proficiency Assessments for California (ELPAC)**, where students must score at the "4" level (proficient).
2. **Teacher evaluation** – Teachers assess students’ academic performance and English proficiency in the classroom.
3. **Parental consultation** – Parents/guardians provide input on their child’s readiness for reclassification.
4. **Basic Skills Comparison**- Alternative criteria for students with disabilities: For students with **IEPs**, teams may use modified criteria or accommodations to assess proficiency.

Evaluation of the English Learner Program

Teachers regularly evaluate student progress by reviewing English Learner data from formative and summative assessments. Teachers use the results of this data to enhance their instructional practices to better serve each student. The goal is for each student to progress by at least one ELPI level per year on the English Language Proficiency Assessments for California until they can be reclassified. English Learner instruction is grounded in the best available research on

supporting English Learners in an English Immersion environment and guided by the California English Language Development Standards. If English Learners are not making sufficient academic progress as indicated through English Language Proficiency Assessments for California data, educators modify English Learner program elements as needed. Every year, the site leadership team, the network staff, and the Board collaboratively review the effectiveness of the English Learner program. This assessment includes data from surveying teachers, students, and parents, analyzing reclassification rates, ELPI rates and examining assessment data to evaluate whether the Equitas Academy #5 English Learner program is effectively meeting the needs of students. If data suggests that students are not progressing as quickly as expected, Equitas Academy #5 teammates make the necessary modifications to the master plan to best meet the needs of English Learner students. To evaluate the effectiveness of our English Learner program, staff look specifically at English Learner, LTEL, and Reclassification data as well as that for students who were never English Learners. To gain a comprehensive picture of each subgroups' progress, staff filter and analyze the data of all summative/state assessment data and any relevant school-wide data. If any group is not performing as expected, all elements of the ELD Instructional program are considered to determine potential causes and apply additional supports or shifts to the program as appropriate.

While evaluating the effectiveness of the English Learner program, If English Learners or a subgroup of English Learners (Newcomers, at-risk of becoming LTEL or LTELs) are noted as not performing as expected (ex. not making yearly progress on the English Language Proficiency Assessments for California, not reclassifying as expected, impacted attendance, etc.), then staff may evaluate both the Designated English Language Development and Integrated English Language Development programs to determine essential shifts that need to be made. Examples of potential supports or shifts to the English Learner program might be additional group professional development, enhanced individual instructional coaching, class or school-wide interventions, and curricular evaluations for fidelity of usage and/or shifts to the curriculum used for Designated or Integrated English Language Development. If data trends show that Reclassified students are not performing as expected, Integrated English Language Development program may need to shift to better prepare Reclassified students for core content areas without Integrated Supports. Additionally, it is essential to compare this data to that of our students who were never English Learners to determine where large opportunity gaps exist between English Learners, Reclassified students, and students who were never English Learners. Those gaps are addressed through a comprehensive analysis of all portions of the English Learner program and enhancing or shifting the program as needed.

1.24 Gifted and Talented (“GATE”) Students and Students Achieving Above Grade Level

At Equitas Academy #5, we believe that all students possess gifts and talents, and we are committed to nurturing the potential within every scholar. As part of this belief, we do not administer traditional GATE (Gifted and Talented Education) assessment, as we are intentional about avoiding practices that sort or label students based on a single measure. Instead, our model is grounded in the conviction that with the right support, high expectations, and rigorous instruction, all students can achieve at high levels.

For students achieving above grade-level or demonstrating aptitude in the arts, Equitas Academy #5 convenes a team which includes parents, students, teachers, the Principal and/or Assistant Principal to meet to discuss and document goals and objectives to accelerate and advance the learning of high achieving students. Equitas Academy #5 monitors the progress of students achieving above grade-level through implementation of its data driven systems. Weekly, interim, and yearly assessments are provided to all students, and the data is further disaggregated by subgroups. Equitas Academy #5's Principal and teachers examine the student's performance and discuss ways to provide alternative learning opportunities better suited to the student's present level of advanced performance. While high-achieving students are not identified as "Gifted and Talented," each student is afforded a differentiated instruction or appropriate flexible ability group which accelerates the pace of instruction and individualizes the content and cognitive demand the student receives. In addition, Equitas Academy #5 educators customize a student's individual work expectations with assignments and materials that accelerate their learning and address the personalized learning goals and daily objectives. During, before, and after-school advanced learning opportunities may support high achieving students, as well as customizing homework to meet students' needs and capacity, and communicating progress with students, teachers, and families.

Families can schedule a meeting with Equitas Academy #5's Principals to discuss the school's approach and advanced differentiated instructional opportunities before, during and after school. Requests for such meetings can be scheduled by visiting the school's Main Office.

1.25 Students Achieving Below Grade-Level

We have a clear plan for how to support the individualized needs of most students which include a wide variety of school-wide supports already in place. Additionally, Equitas Academy #5 implements numerous strategies to facilitate learning for students who need more targeted support.

- Instructional support: Anchor charts, small group instruction, native language support, writing models are scaffolds used during classroom instruction
- Foundational Literacy Support: Wilson Reading System small group instruction is provided to students who are reading 3 or more years below grade level and need foundational literacy supports
- Intervention blocks: Students who need additional small group math or literacy support based on i-Ready data, receive small group instruction during intervention blocks
- Academic Tutoring: Students are offered additional support during after-school academic blocks focused on English Language Arts, Math, and Newcomer English Language Development skills

Students who need more intensive intervention and support and meet the following criteria are referred for a School Support Team:

- Performing two or more levels below reading level.
- Earning below 70% on core content interim assessments.

- Demonstrating minimal growth on curriculum based and i-Ready assessments despite classroom interventions.

The School Support Team, composed of school leadership, a counselor, teacher(s) and family member(s), and any other relevant staff (School Psychologist, etc.) meet to identify strengths, areas of concern, goals, objectives, evaluation and timeline for addressing the needs of underachieving students. Student progress is monitored and documented by the School Support Team every three weeks. The School Support Team meeting may be held before, during, and/or after school depending on the needs and schedules of members of the School Support Team or family needs. Strategies include: utilizing comprehensive support services, placing the student in differentiated instruction, using appropriate flexible ability group, customizing students' individual work expectations with assignments and materials particular to the goals and objectives, providing additional tutoring during, before, and/or after school, pulling students in for additional tutoring during enrichment periods, customizing homework to meet student objectives as established by the School Support Team, and communicating progress with students, teachers, and parents. After implementation of a School Support Team and follow up, if the student needs additional support, revisions to the plan are discussed. If necessary, a referral for special education or Section 504 assessment might be recommended by the School Support Team.

1.26 Socioeconomically Disadvantaged Students

Equitas Academy #5 serves students in the community of Pico-Union, the majority of whom qualify as socioeconomically disadvantaged students. The design of the educational program is specifically geared toward meeting the unique needs of all students. Equitas Academy #5 provides the structural, programmatic, and curricular elements that enable teachers to bridge their students' skill and content gaps enabling students to demonstrate strong academic achievement at all grade levels, regardless of socio-economic status. Instructional methods and educational components at Equitas Academy #5 are layered in Multi-Tiered Systems of Support, designed to address the needs of this population of students and others based on identified needs within a tier. Additionally, Equitas Academy #5 was designed to operate as a small learning community where there is priority given to creating strong relationships between educators and students and a sense of belonging for all. This community is built to embrace students and ensure that no child's needs go unnoticed or unattended.

Socioeconomically disadvantaged students are identified through their participation in the Free and Reduced-Price Meal program. The Equitas Academy #5 Principal, in collaboration with their leadership team, is primarily responsible for maintaining and analyzing assessment data to ensure the needs of this target population are met. For students needing additional support, individual learning plans may be created and implemented based on Multi-Tiered Systems of Support data. If the instructional needs of the group are not being met as measured by cohort analysis of assessment data, curricular and pedagogical adjustments are made as necessary to address our students' needs.

Equitas Academy #5 assists with families in need of additional uniforms and school supplies. Funds obtained through fundraising efforts and community partnership are used to provide

families that need assistance with purchasing uniforms or other school supplies like backpacks, etc. In addition, the staff make an effort to connect with local non-profit agencies for referrals for social services. Please refer to additional information related to the California Community School Partnership Program which follows.

Students with Disabilities

As part of our inclusive practices, Equitas Academy #5 implements a co-teaching model for Students with Disabilities in ELA classes and/or Math Classes. The focus on Co-teaching is to increase general education and special education teacher collaboration, provide more targeted support for students with disabilities and enhance use of data to guide instructional and interventions. All instructional staff participate in professional development focused on effective co-planning and co-teaching practices.

The Director of Special Education provides additional support for the implementation of this model by training school site leadership to actualize goals at their school site, conducting regular walkthroughs to gather and respond to data.

Special Education professional development is both network-wide and school site specific. Over the summer, the Director of Special Education leads a professional development session for school site operations teams focused on responding to parent questions and requests. School site leadership teams also participate in a professional development session that clarifies the importance of compliance, gives insight into the life of a Resource Specialist teacher, reviews Child Find, the referral and evaluation process, defines the role of administration in an IEP meeting, and provides the opportunity to review an IEP using the LAUSD District Validation Review rubric. School site leadership teams, also participate in a session led by the Student Services Team (Managing Director of Student Services and Directors of Special Education, English Language Development, Expanded Learning Opportunities, and Family and Community Engagement) focused on analyzing diverse learner data, creating strategies aligned to dashboard goals and aligning on vision and progress monitoring for each department.

At the school site level, staff participate in an introduction to special education during school site professional development sessions, which provides staff with an overview of the referral and SST processes, an introduction to the special education team, and rolls out Education Modified software to staff. Staff use Education Modified to access IEP information, classroom and testing accommodations and to upload data for goal progress monitoring. School site leadership weaves special education into all aspects of professional development, including embedding co-teaching and IEP accommodation look-fors in the Educator Growth Framework with site leaders following up through feedback and coaching sessions. At Equitas Academy 5, school site leaders also support co-teachers by joining co-planning meetings to provide feedback and guidance.

There are network wide special education department meetings, where the team discusses compliance trends, collaborates on problems of practice, and provides feedback on proposed changes to programming and expectations. School Counselors, Behavior Interventionists and School Psychologists across the network also participate in team collaboration meetings. The School Psychologists work alongside the school site teams to support specific scholars exhibiting

challenging behaviors. They are also responsible for providing behavior intervention development services.

1.27 Students in other Subgroups

As noted throughout this petition, Equitas Academy #5 is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crises or have other special needs. These students are identified through teacher/family/staff referrals. Equitas Academy #5 provides extensive support for these students within a caring and supportive school community. As detailed above, the SST process and teacher training ensure that all student needs are promptly identified and supported, including referrals for students and their families to community-based organizations which provide a plethora of support services for families in need. While homeless, foster care, or other students are not “statistically significant,” within the population of Equitas Academy #5 at the time of writing, the Principal personally tracks the progress of these students. Currently, and throughout the previous term of Equitas Academy #5’s current population and throughout our charter term, the following numerically significant subgroups have consistently remained: Students with Disabilities, English Learners, Socioeconomically Disadvantaged, Hispanic/Latino. Equitas Academy #5 has documented the support in place for all of these subgroups.

Hispanic or Latino

The design of Equitas Academy #5 is geared specifically towards the needs of students from the Pico-Union community of Los Angeles. Equitas Academy #5 provides the structural, programmatic, and curricular elements that enable teachers to bridge the academic gaps and demonstrate strong academic achievement at all grade levels - regardless of background. Instructional methods and educational components at Equitas Academy #5 are designed to address the needs of this population as the design of the Charter School has implemented best practices for this population. Latino students are identified through parent identification on the enrollment form. This data is collected and reported yearly through CALPADS. Teachers and staff also receive training about serving the Latino community and creating a welcoming learning environment. Equitas Academy #5 maintains and analyzes assessment data to ensure the charter school is meeting the needs of this targeted population as measured by the California Department of Education for performance on state standardized assessments. Equitas Academy #5 will continue to monitor the academic progress of these subgroups and ensure all Latino students meet site, network, and state academic expectations. It is important to note that some of these same students are represented by other subgroups and receiving those related supports, as well.

Community Schools Grant Implementation

As a recipient of the Community Schools implementation grant, Equitas Academy #5 launched the implementation of Community Schools during the 2024-2025 school year. Equitas was founded upon principles and practices well-aligned with the Community Schools model, but the award of this significant grant will enhance the educational experience and outcomes for diverse

groups of students at Equitas Academy #5. For English Learners, the elements of Community Schools provide tailored language support and teaching methods, fostering an environment where students can thrive academically and socially. High-achieving students benefit from enrichment programs, community-based learning opportunities and advanced coursework that Community Schools are well-positioned to offer, allowing them to pursue their interests and reach their full potential. For underperforming students, the Community Schools model emphasizes individualized support and targeted interventions, ensuring that these students receive the help they need to overcome learning gaps and build confidence. Socioeconomically disadvantaged students gain access to additional resources and support services, such as the potential for additional tutoring, after-school programs, and health services, which are integral to their academic success and overall well-being. Students benefit from culturally relevant curriculum and community involvement initiatives that reflect and honor their heritage, fostering stronger connections within the Charter School community which may influence engagement and performance. By addressing these varied needs through a holistic approach, Community Schools create an inclusive and supportive environment where every student can excel.

A TYPICAL “EQUITASTIC” DAY

At Equitas Academy #5, a typical day for students starts at 8:00 am. Students are greeted in the Multi-Purpose Room (MPR) by their Homeroom Teacher and support staff. From the MPR, students transition into their classroom community alongside other students from different classrooms, homeroom teachers, and support staff, greeting one another along the way. The first few minutes of a student's day sets the tone for learning, behavior, and emotional readiness. The first interactions our students have provide opportunities for students to feel a sense of belonging as they engage with peers and different staff members.

When students transition into the classrooms they start off with breakfast and intentional moments of connection. After breakfast all students participate in SEL activities that provide opportunities to increase self-awareness, support emotional regulation, and strengthen community amongst students and teachers.

After our SEL block, students move on to intervention support. During this block of time, our Emergent Bilingual students receive English language development. Students who are not emergent bilinguals use this time to complete tasks that meet their personalized needs. During this time students receiving intensive small group support from a staff member, working in a group alongside peers, or working independently.

By 9:00am, students transition into academic blocks. During these blocks, students dive into lesson and learning aligned to the Common Core State Standards

- During their ELC block, students engage in a variety of structured, rigorous, and meaningful literacy activities such as close reading of complex text, discussions, and writing tasks.
- During their phonics block students engage in activities that allow them to understand the relationship between letters and sounds. These activities range from letter sound

correspondence practice, blending activities/lessons, decoding, and writing and spelling practice depending on the needs.

- During their math block students engage in hands-on, visual and problem-solving activities that help build conceptual understanding, computational fluency, and application skills. This is done through a range of activities such as using hands on manipulatives, partner and group work, problem solving tasks, guided math, fluency practice, and real-life math activities.
- During their science or social studies block students are engaged in activities that help them understand the world around them, including both the natural and human made world. This is done through rigorous standards-based instructional activities, discussions, observations and investigations.

Throughout the day, students also enjoy an enrichment block where they experience physical education through yoga and psychomotor skills, as well as music, poetry, and theatre. Providing an enrichment block to our students in addition to their academic blocks supports the whole child. Enrichment activities provide impactful opportunities for our students to express themselves through creative outlets, builds social and emotional skills, boosts academic performance, builds confidence and independence, and encourages exploration of interests and talents.

Throughout the day, students participate in lunch and recess. Lunch is a relaxed time where students sit with homeroom classmates and build community while eating nutritious meals. During recess, students can move around, play, and practice social skills.

At the end of the day, students pack up their things and either head to dismissal with their teacher or join an after-school program. After-school options are open to everyone and include both academic support and enrichment opportunities. Through ARC and Extended Learning Opportunities Program, our students have access to tutoring, sister sisters, soccer, dance, music, mad science, homework support, and more.

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

2.1 MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1 for the completed LCFF State Priorities table, which is incorporated herein by reference.

2.2, 2.3, 2.4 MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1 for the completed LCFF State Priorities table, which is incorporated herein by reference.

2.5 METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Equitas Academy #5's goal is to ensure that every student meets or exceeds grade level standards in all subjects, as further detailed in the LCFF Table in Element 1. Equitas Academy #5 sets high expectations for all students who matriculate to and through the school. Equitas Academy #5 uses externally vetted, rigorous, culturally relevant, and Common Core State Standards-aligned curriculum and assessments to measure and progress monitor student achievement. In addition, Equitas Academy #5 has a data-driven culture that includes administering, collecting, disaggregating and analyzing state and network-wide assessments on an ongoing basis and discussing results during scheduled school site and network meetings. Student achievement data is used to assess and monitor student progress; address whether a student requires additional academic intervention, small group instruction, or additional scaffolding and/or academic tutoring. Assessment data is also used to assess standard mastery, offer perspective on potential adjustments to the master schedule, evaluate the efficacy of the delivery of instruction, and determine related additional needs.

School Level Assessments

In addition to mandated standardized assessments, Equitas Academy #5 selects from a range of formative and summative assessment strategies. They include diagnostic/benchmark assessments (summative) and a variety of curriculum-based assessments (formative):

- Diagnostic/benchmark assessments: Equitas Academy #5 uses a diagnostic assessment to establish a baseline for student performance and to benchmark progress in reading, writing and mathematics. Diagnostic assessments are administered to all students. Equitas Academy #5 uses national norm-referenced assessments to assess student performance and monitor annual growth compared to scholars' national peer group. Equitas Academy #5 used NWEA MAP Reading and math benchmarks during the 2018-2023 charter term but replaced it with i-Ready diagnostics in the 2023-2024 school year because i-Ready offers additional support for student mastery of every grade level standard. These diagnostic/benchmark assessments are used to assess student learning and determine potential interventions between administration windows. Data analysis of these assessments allows Equitas Academy #5 to progress monitor students' standard mastery and refine instructional delivery such that all student needs are met. Benchmark data is reviewed with students regularly through Data Chats (meetings between a school leader, teacher, or counselor, and a student before, during or after school). Families discuss benchmark data in School Site Council meetings, Family Conferences at the end of each trimester, and during individual meetings at the Charter School or progress meetings requested by the family. When data reveals performance or growth challenges, Multi-tiered Systems of Support are implemented. Equitas Academy #5 school leaders,

teachers, students and families continue to monitor student progress in response to intervention until success is achieved.

- **Writing Portfolios:** Writing portfolios are a collection of writing samples from across all content areas that exemplify students’ ability to meet state standards in writing. Writing samples are measured with state assessment essay rubrics, and provide school leaders, teachers, and students with opportunities to monitor the progress of student writing. These writing samples are outcomes of curriculum-based lessons and the network assessment calendar. Each genre of writing is modeled, taught and practiced, and teachers use writing rubric-based feedback to help students master writing standards.
- **Performance Tasks:** For many skills not best captured in other assessment formats, performance tasks capture conceptual understanding by requiring students to use knowledge and apply grade level skills in authentic contexts. For example, rather than answering a multiple-choice question about photosynthesis, students might conduct a laboratory experiment with actual plants and demonstrate their understanding through a lab report or a presentation on the phenomenon they observed, just as a scientist would. Students demonstrate understanding through research projects, science experiments, application of mathematical skills, demonstration of social-emotional and behavioral outcomes, dance and music recitals and art displays. Performance tasks are evaluated through school-developed rubrics. Exhibits of student work, student performances, and student presentations are other measures of student outcomes.
- **Teacher observation of student learning and progress:** This practice is a valuable tool because it does not interrupt instruction; is highly personalized; and it leverages teachers’ knowledge of how the lesson facilitates the mastery of standards. Teacher observation can be informal assessments of student progress and more formal structured observations. Teacher observations happen consistently throughout a lesson and student progress is communicated at benchmark intervals, in combination with other sources of information about student progress.
- **Trimester Report Cards:** Teachers prepare student report cards three times during the school year for parents and families. These report cards contain both qualitative and quantitative information on each student’s academic and social progress and are aligned with content standards for English language arts, mathematics, social studies, science and English language development. Student report cards include progress based on school-wide diagnostic and benchmark assessments as well as the major assessments.

The following chart illustrates the types of assessments administered by subject, grade level, and frequency.

Assessments Administered by Grade and Subject Area at Equitas Academy #5

Assessment	Purpose	Grade	Administration Timeline
English Language Arts			
Curriculum-based Assessments (includes	Measure standards mastery	TK-4	Daily and /or weekly

Exit Tickets and Unit Tests)			
CAASPP Interim Assessments (IABs and FIABs)	Measure standards mastery	K-4	Throughout the school year based on California Blueprints standards prioritized in curriculum scope and sequences
Supplemental Curricular Resource Assessments (including mCLASS DIBELS, ESGI, etc.)	Assess developmental range of decoding skills, reading strategies, vocabulary knowledge, comprehension and high-frequency word recognition	TK-4	Beginning of the year, and in between middle of the year and end of year benchmarks. Administered multiple times per Trimester or based on student progress monitoring.
CAASPP or CAA	State Standardized Test	3-4	Once a year
i-Ready Reading	National Normed Referenced	TK-4	Beginning of the year, middle of the year and end of the year. TK takes Middle of the year and End of the year only.
Mathematics			
Curriculum-based assessments	Measure standards mastery	TK-4	Daily and /or weekly
CAASPP Interim Assessments (IABs and FIABs)	Measure standards mastery	K-4	Throughout the school year based on California Blueprints standards prioritized in curriculum scope and sequences
CAASPP or CAA	State Standardized Test	3-4	Once a year
i-Ready Math	National Normed Referenced	TK-4	Beginning of the year, middle of the year and end of the year. TK takes Middle of the year and End of the year only.
Science			
Curriculum-based assessments	Measure standards mastery	TK-4	Daily, and/or weekly
Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, end of the unit, each trimester, and/or the end of the year
CAST	National Normed-Referenced Assessment	5,8	Annually

Social Studies			
Curriculum-based assessments	Measure standards mastery	TK-4	Daily and /or weekly
CAASPP Interim Assessments (IABs and FIABs)	Measure standards mastery	K-4	Throughout the school year based on California Blueprints standards prioritized in curriculum scope and sequences
English Language Development			
Internally Created Test	Measure standards mastery	K-4	Daily and /or weekly
Interim Assessments (IA)	Measure standards mastery	K-4	Beginning of the year, end of the unit, each trimester, and/or the end of the year
ELPAC	Measure language acquisition	K-4	Initial Assessment upon enrollment; once annually in spring
Oral Language Development	Measure oral language development	K-4	Every six weeks and as often as needed

2.6 DATA ANALYSIS AND REPORTING

Equitas Academy #5 understands the importance of data collection and analysis in measuring and improving students' learning. The Charter School uses both external and internal standards-based assessments to measure student performance, analyze data closely, and convert results into specific measurable action plans that support strong academic achievement for every student. All core content areas, language arts, mathematics, science, and social science along with English Language Development are assessed in a comprehensive and dynamic system.

This comprehensive approach to data analysis allows teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns. These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years

- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans are revisited frequently in weekly professional development meetings, grade-level and content-area team meetings to ensure that students are making adequate progress toward mastery.

Equitas Academy #5 analyzes data to inform and improve teacher practice and students' learning. To ensure students meet statewide performance standards, the Principal oversees the collection and analysis of state data. Students are assessed at the beginning of the school year in English Language Arts and Math. Teacher analysis of Interim Assessments consists of three parts:

- Teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses;
- Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional adjustments to address areas of concern; and
- Details for a six-week instructional plan for re-teaching.

Communication with Students and Families

Equitas Academy #5 involves students and their parents in the analysis of students' work, student progress, areas of strength, and plans to address areas that need growth. After each round of interim assessments, teachers will share results with students and parents in progress reports and conference meetings. Teachers work with each student to set goals for the upcoming assessment.

Teachers also use interim assessment results to create and maintain records on each student that demonstrates progress toward mastery for each content standard. The standards-based assessments are shared with students and families after each trimester and reviewed with parents at each report card conference.

State testing results also are sent to families and Equitas Academy #5 hosts an annual parent meeting when schoolwide scores are published to share the Charter School's progress toward school-wide goals and explain individual score reports to students and their families. In addition, Equitas Academy #5 annually prepares the School Accountability Report Card to provide the public with important information about our school's progress toward achieving its goals.

2. 7 GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading Policy is based on demonstration of mastery of the Common Core Standards. Student grades include performance on in-class work, homework, assessments, and other components as applicable to each content area.

Equitas Academy #5 students earn and receive grades on a trimester basis. Students and families can monitor grades through the school’s student information system. In addition, teachers and staff meet one-on-one with students to discuss specific academic successes and needs called “Data Chats” or through scheduled and unscheduled conferences. Two family conferences are also scheduled on the school calendar annually. Lastly, each student receives a formal Report Card once per Trimester each school year.

The table below indicates the letter grade, percentage, and rubric score used to define students' level of mastery of the State Content Standards. Students will be assessed using a rubric and/or will receive a letter grade.

Equitas Academy #5 Grading Guidance

Grading Scale for Both Elementary and Middle Schools
<ul style="list-style-type: none"> ● A or 4 = 90 - 100 ● B or 3 = 80 - 89 ● C or 2 = 70 - 79 ● F or 1 = 0 - 69

Categorical Weights for Both Elementary and Middle Schools
<ul style="list-style-type: none"> ● Test and Quizzes = 50 ● Classwork and participation = 30 ● Miscellaneous (Performance Tasks, Projects, etc.) = 20

Elementary Report Card	Middle Report Card
<ul style="list-style-type: none"> ● Homeroom ● Math ● *Science ● English Language Arts (ELA) ● Enrichment (Art, Music, etc.) ● Social Studies ● **Designated ELD 	<ul style="list-style-type: none"> ● Homeroom ● Math ● Science ● English Language Arts (ELA) ● Enrichment (Art, PE, Music, etc.) ● Social Studies ● Designated ELD

*Equitas Elementary Schools can divide Social Studies and Science throughout the year as long as all of each content’s Common Core State Standards are taught and measured through assessment.

**Designated ELD will be indicated on Report Cards for scholars with Designated ELD

Equitas Academy #5 utilizes school-wide standards for grading. Teachers are trained on the school’s guidelines for grading and work in teams to ensure that grades are calibrated and

assigned in a fair and consistent manner that corresponds with student mastery of Common Core State Standards.

Despite various interventions and extra support, if students are still far below grade level in Math or English Language Arts, they are referred to the Student Support Team. Parents are requested to attend Student Support Team meetings in which student attendance, academic progress and well-being data are comprehensively considered to determine the intervention plan which best meets students' needs. Parents are strong partners throughout the process and play a key role in follow progress monitoring meetings.

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024,

regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

4.1 Governance Structure

Equitas Academy #5 is a direct-funded independent charter school, operated by Equitas Academy Charter School, Inc., a California Nonprofit Public Benefit Corporation, pursuant to California law.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the District has complied with all oversight responsibilities required by law.

4.2 Board of Directors

The Charter School will be governed by a governing Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than seven (7) and no more than thirteen (13) directors. All directors shall be designated by the existing Board of Directors. All directors, except any director appointed by the chartering authority, if any, are to be designated at the annual meeting of the Board of Directors. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. Bylaws may be amended as the need arises and will not constitute a material change to the charter.

The current Board of Directors is as follows:

NAME	EXPIRATION OF TERM
Lindsey Heisser (Board Chair)	June 30, 2027
Prabhu Reddy (Board Treasurer)	June 30, 2027
Catie Langston (Board Secretary)	June 30, 2026
Tyler Bell	June 30, 2027
Moises Gomez	June 30, 2027
Tom Hollenberg	June 30, 2026
Sylvia Jauregui	June 30, 2026
Ray McKenzie	June 30, 2026
Dakota Ortiz	June 30, 2027

All directors shall have full voting rights, including any representative appointed by the chartering authority. If the chartering authority appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for a representative appointed by the chartering authority, shall be designated by the existing Board of Directors.

Directors shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the operative Board of Directors member role description. The qualifications of the existing Board of Directors are set forth and demonstrated in the District’s required Board Member Questionnaire and the resumes submitted therewith.

In the event of any vacancies or desired addition to the Board of Directors, the Board of Directors nominating committee, also known as the Governance Committee, shall present a slate of potential Board members and officers for election by the Board of Directors. This slate shall be presented at the annual meeting of the Board, although additional members may also be added between annual meetings, if deemed necessary by the Governance Committee and approved by a vote of the Board of Directors.

As noted above, directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a director may not be reduced, except for cause as specified in these bylaws.

Directors shall serve staggered terms to balance continuity with new perspective.

Any vacancy occurring on the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of their predecessor in office.

4.3 & 4.4 Board Meetings and Duties

The Board of Directors will meet regularly (e.g., approximately every 6-8 weeks) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Chief Executive Officer;
- The Board may delegate the management of the corporation's activities including hiring, promotion, and dismissal to the Chief Executive Officer, provided that the activities and affairs of the corporation shall be managed, and all corporate powers shall be exercised under the ultimate direction of the Board;
- Approve contractual agreements exceeding the thresholds set forth in the Charter School's Fiscal Policies and Procedures;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;

- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and act as an appellate body on recommended student expulsions.

Additionally, the Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act and the Political Reform Act.

The Charter School has adopted a Conflict-of-Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

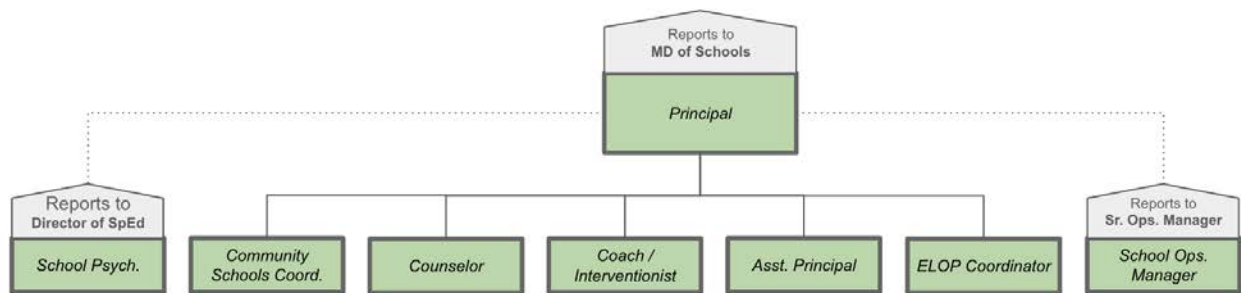
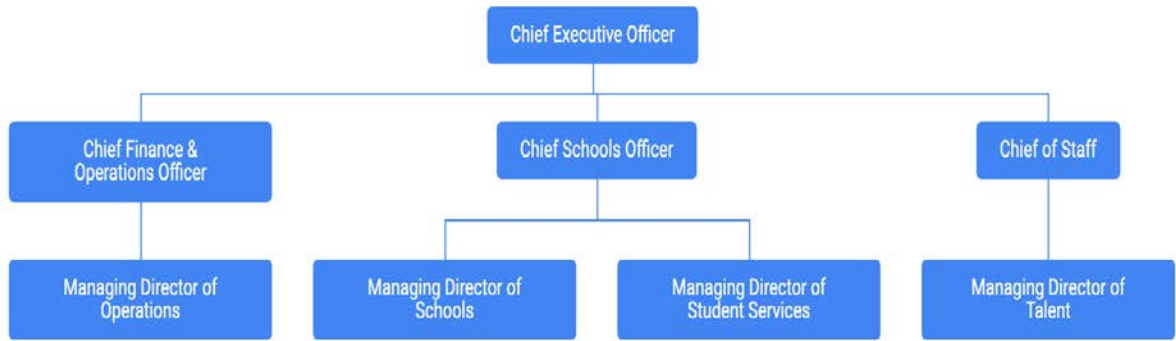
The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties except for budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act. Each Board member shall receive two hours of qualifying ethics training as indicated under AB 2158 by January 1, 2026 and two-hours of such training every two years thereafter.

Organizational Chart

The Charter School's Network and School Site Leadership Team includes the following:



Network Staff

The Chief Executive Officer and Network staff are responsible for the oversight of all school operations at all Equitas campuses; the Chief Schools Officer closely supervises the Equitas Academy #5 Principal. Additional Network staff support school site operations and work in close collaboration with the Principal and Chief Schools Officer. Job descriptions and qualifications for the key leadership staff are included in Element 5.

Principal

The Principal serves as the operational and educational leader of the Charter School, responsible for implementing programs, policies and procedures to realize the Charter School’s mission and vision. The Principal is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with the Network Staff) teachers and other instructional and support staff.

4.5 Stakeholder Involvement

The Board is the governing body, and the Charter School leadership and staff bring professional expertise to the academic program. We encourage teachers, families, and students to provide input and feedback on the Charter School and their attendance at Board meetings. In developing partnership with parents, a key message of the Charter School is to involve families in the academic success of their children. This relationship building is an extension of the work of

increased student learning. Equitas Academy #5 will find meaningful ways to engage teachers in building relationships with the families of each of their students.

Along with our strongly committed Board, Equitas believes families play a key role in the education of their children. Equitas Academy #5 will utilize family involvement to forge parent partnerships with the Charter School through use of the School Site Council, which is an advisory council that meets with the Principal. The School Site Council currently is composed of at least 6 members, selected by their peers, as follows:

- 2 Classroom teachers
- 1 Other school staff member
- 3 Parents or community members

The School Site Council is informed through key work streams based on the daily, weekly, and monthly needs of the Charter School determined by school leadership, families, and students. The key work streams are strategic, dynamic and informed through data. For instance, if key stakeholders notice the art program is suffering because of a lack of funding, the School Site Council will implement a fundraising work stream to support the Charter School. Other work streams can include areas such as community service, nutrition and field trips. The School Site Council participants receive leadership training on facilitation, and how to track data and gauge impact of decisions. The SSC is advisory in nature. Decision making authority ultimately remains with the lead staff and Board. In accordance with the California Education Code, section 52176(b), Equitas Academy #5 has an English Learner Advisory Committee. All parents with students attending the Charter School in which the English Learner Advisory Committee is established are eligible and encouraged to participate in the English Learner Advisory Committee. The Principal ensures that English Learner Advisory Committee members receive appropriate training.

Each year, the Principal also engages students, parents, teachers and staff in formulating the Charter School's annual English Learner Advisory Committee updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the Charter School's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the Local Control and Accountability Plan, School Accountability Report Card and other reports of progress, and a variety of web-based applications like Parent Square. The Charter School website is used to house all important documents and to provide 24/7 access for stakeholders.

Lastly, Equitas Academy #5 administers a schoolwide student and parent satisfaction and input survey to gather feedback from parents/guardians and other stakeholders to inform planning and implementation in the following school year. School-level and network-level leadership teams review and analyze the survey results to make programmatic and/or policy and practice shifts, as necessary.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

5.1 & 5.2 Key Employee Positions and Qualifications:

Teachers

Equitas Academy #5 teachers are relentless in their aim to see student growth and work to hone their skills as effective teachers in the classroom.

Minimum Qualifications

- A Bachelor's degree required.
- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.
- The Commission on Teacher Credentialing English Learner Authorization.
- A strong belief that all students can succeed.
- Demonstrated experience and success working with students in low-income communities (preferred).

- The Charter School shall ensure that credentialed teachers who are assigned to a transitional kindergarten classroom have one of the following:
 - (A) At least 24 units in early childhood education, childhood development, or both.
 - (B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (A).
 - (C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Essential Responsibilities

Leadership Skills, Characteristics and Duties

- Embody and advocate the mission, vision, and strategic direction of the Charter School.
- Work closely with the Principal to develop and implement strategies for all students to reach success.
- Reinforce school-wide rules and expectations in the classroom and lesson plans.
- Communicate effectively and maintain strong relationships with students, families and colleagues.
- Assist in the design and implementation of research-based curriculum.
- Maintain the Charter School culture of high academic and behavioral expectations through continuous reflection.
- Use the detailed data analysis of student performance to inform best practices.
- Complete tasks as assigned by the Principal.
- Be able to work cooperatively with colleagues.
- Knowledge of how to integrate and plan California standards-based lessons and curriculum.

Additional Duties

- Assist in student arrival and departure, transitions between class periods, and lunch periods.
- Complete lesson plans and submit to Principal in a timely manner.
- Providing supervision before- and after-school and at lunch and/or recess as assigned to maintain student safety.
- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content.
- Assessing students daily through informal.
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams.
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus.
- Reflecting continually to ensure a culture of high academic and behavioral standards.
- Communicating effectively with students, parents, and colleagues.
- Using detailed data analysis of students' performance to inform best practices.
- Identifying students who are academically at risk and initiating effective intervention strategies.

Chief Executive Officer (Network Leadership)

The Chief Executive Officer's duties and responsibilities include but are not limited to the management and oversight of the Charter School from academic achievement to personnel management and financial oversight.

Minimum Educational Qualifications

- Bachelor's degree required.
- Master's or Doctorate in Educational Leadership, Business, Strategy, or similar field of study strongly preferred.

Essential Responsibilities

DEIA Vision & Leadership

- Lead an organization that has a deep and demonstrated commitment to diversity, equity, inclusion, and anti-racism, demonstrating a strong equity stance and conviction of system and policy as an anti-racist lever.
- Provide strategic leadership and work collaboratively with the Board of Directors to strengthen and implement Equitas' mission and strategic vision.
- Functions as a core leader of Equitas' leadership team and defines organizational priorities and strategic direction.

Community Advocate & Stakeholder Engagement

- Engages with families, existing partners, local leaders, organizations, authorizers and elected officials.
- Leads and advocates for change in Los Angeles and the state, maintaining active relationships with local CMO leaders and community partners.
- Communicates internally and externally to partners, funders, and the public, while bringing stakeholders along at all levels of the organization.

People, Talent & Culture

- Energize and inspire the leadership team and Equitas team members, creating and maintaining an environment of belonging that is centered in equity, inclusion, advocacy and anti-racism.
- Collaborates with the Managing Director of Talent and Equitas teams to develop Key Performance Indicators and to assess organizational culture, values, and effectiveness of organizational initiatives.
- Hire, retain, and develop the leadership team and Equitas team members, providing an optimal balance of challenge and support by ensuring individuals and/or teams have the capacity, authority and information necessary to fulfill responsibilities.

Academic Excellence & Oversight

- In partnership with the Chief Schools Officer, implement strong oversight and accountability metrics to facilitate a network of schools that is grounded in excellence,

and high expectations that meet both school and state academic standards, effectively communicating results, progress on goals and growth targets.

- Develops consistent communication and feedback mechanisms to ensure the organization can identify, discuss, and address equity issues that face the Charter School and Pico- Union Community.
- Institute equitable practices that support teachers and create the conditions where the Equitas team is supported and able to do their best work, focused on academic rigor and high standards, on behalf of the students they serve.

Sustainability, Budgeting & Fiduciary Management

- In partnership with the Chief Operating Officer and the Board, oversee the budget, cash flows and overall finances; and maintain sound financial practices and controls.
- Develops new and nurtures existing philanthropic relationships and supports all fundraising efforts.
- Collaborates with COO on the real estate development projects in the community; drives fundraising strategies, partnering with individual and corporate partners to raise six and seven figure deals, diversifying revenue streams.

Knowledge, Skills & Abilities

- Deep belief in equity and the Equitas mission and an unwavering commitment to the achievement of all students, particularly those in the Pico-Union community.
- Minimum of 8 years of executive leadership experience, with demonstrated success in leading a high-performing, and growing organization.
- Experience leading high impact, complex organizations impacting several stakeholders, in the K-12 or non-profit setting.
- Track record of fostering a safe and welcoming organization/school community and has demonstrated success of leading with an anti-racism lens.
- Demonstrated success in achieving desired academic and non-academic outcomes for all subgroups, identifying and eliminating disproportionate outcomes for students.
- Supportive coach and culture builder, with a proven track record of working effectively with diverse individuals to drive results.
- Lead through a culture of care, relationships, and support diverse stakeholders
- Effective at demonstrating empathy, listening for understanding, and facilitating uplifting and difficult conversations.
- Represent the organization as an exceptional external ambassador for all stakeholders.
- Excellent communication and presentation skills (written and oral).
- Excellent analytical skills, including the ability to synthesize large bodies of information and transform them into detailed work plans and communication plans.
- Experienced in working with board members, chairs, and committees and supporting C-level or equivalent leaders in executive management and goal setting.
- Experienced with short- and long-term strategic planning and able to manage multiple complex projects.
- Comfortable transitioning quickly from individual, detail-oriented projects to collaborative, people-oriented conversations.

- Relentless in pushing towards results and productivity on behalf of the organization.
- Committed to Equitas' mission of providing a structured, achievement-based community that prepares students to graduate from four-year colleges and universities.

Chief Finance & Operations Officer (Network Leadership)

The Chief Operations Officer provides strategic leadership and planning for the operations function and oversees all operations activities including facility acquisition and management; information technology; internal financial processes; human resources; vendor management; compliance; enrollment; lottery; and student information systems. responsible for the day-to-day operations, facilities, compliance, and fiscal oversight. They will work closely with the Chief Executive Officer, school community, and the board of directors to refine and implement the organization's multi-year strategic plan, manage organizational resources, and lead Equitas to achieve measurable outcomes that promote a diverse, equitable, inclusive, anti-racist organization.

Minimum Educational Qualifications

- Bachelor's degree required.
- Master's in business administration, Educational Leadership, or similar field of study strongly preferred.

Essential Responsibilities

Operational Vision & Strategic Leadership

- Work alongside the CEO and other members of the leadership team to refine and solidify a strong operational strategic vision that demonstrates a deep commitment to diversity, equity, inclusion, and anti-racism.
- Develop DEIA-centered systems to be used across Equitas' network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls.
- Provide strategic leadership and work collaboratively with, schools, vendors, the Board of Directors and external stakeholders to strengthen and implement Equitas' mission and vision.
- Functions as a core leader of Equitas leadership team and helps to define organizational priorities and strategic direction.

Sustainability, Budgeting & Fiduciary Management

- Oversee Finance staff to manage financial operations of Equitas' schools and regional office in the areas of banking, accounting, compliance, reporting, budgeting, procurement, and financial planning.
- Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports.
- In partnership with the CEO and the Board, oversee the budget, cash flows and overall finances; and maintain sound financial practices and controls.

- Works the Board of Directors and CEO on the real estate development projects in the community; partnering with individual and corporate partners to raise six and seven-figure deals, diversifying revenue streams.

Systems Management & Capacity Building

- Develops consistent communication and feedback mechanisms with the Chief Schools Officer and with local leaders, organizations, authorizers and elected officials to ensure we are bringing educational partners along at all levels of the organization.
- Engages with school directors to lead and manage operational systems and processes are sound, school-site operations teams are supported, we are operationally compliant and audit ready, while addressing operational challenges directly to better support the core learning and teaching functions of our schools.
- Works with the CEO to lead and advocate for change in Los Angeles and the state, maintaining active relationships with local CMO leaders and community partners.
- Leverages collaborative leadership, coalition-building and systems insight to mobilize innovation and action across a network of schools and identities shared characteristics and interdependencies to create economies of scale.

People Management & Partner Engagement

- Hire, retain, and develop the operations team and Equitas team members, providing an optimal balance of challenge and support by ensuring individuals and/or teams have the capacity, authority and information necessary to fulfill responsibilities.
- Develops consistent communication and feedback mechanisms to ensure the organization can identify, discuss, and address facility, management and equity issues that face the Charter School and Pico-Union Community.
- Facilitates positive, collaborative and inclusive processes and initiatives to support culture building and employee engagement. Takes a coach-approach to build leadership capacity in others.

Compliance, Facilities & Risk Management

- Oversee charter renewal, WASC accreditation, audits, compliance and yearly authorizer visits.
- Oversee the ongoing maintenance of updating information systems and infrastructure, including hardware, software, and applications.
- Coordinate business insurance and maintain best practices for risk management and safety.

Knowledge, Skills & Abilities

- Expertise in leading high impact team around the following areas: student recruitment and enrollment, school operations, transportation, procurement, meals, facilities, student information systems, teacher certification, risk management, safety, and new school openings.
- 8+ years of executive leadership experience, with demonstrated success in leading a high performing, and growing organization.

- Deep belief in equity and the Equitas mission and an unwavering commitment to the achievement of all students, particularly those in the Pico-Union community.
- Effective at keeping key stakeholders (CEO, CSO, Board, and others) up to date on matters related to overall priorities or needs.
- Track record of fostering a safe and welcoming organization/school community and has demonstrated success of leading with a strong operational and anti-racism lens.
- Supportive coach and capacity builder, with a proven track record of working effectively with diverse individuals to drive results.
- Effective at demonstrating empathy, listening for understanding, and facilitating uplifting and difficult conversations.
- Represent the organization as an exceptional external ambassador for all stakeholders Excellent communication and presentation skills (written and oral).
- Excellent analytical skills, including the ability to synthesize large bodies of information and transform them into detailed work plans and communication plans.
- Experienced in working with board members, chairs, and committees and supporting C-level or equivalent leaders in executive management and goal setting.
- Experienced with short- and long-term strategic planning and able to manage multiple complex projects.
- Comfortable transitioning quickly from individual, detail-oriented projects to collaborative, people-oriented conversations.
- Committed to Equitas' mission of providing a structured, achievement-based community that prepares students to graduate from four-year colleges and universities.

Chief Schools Officer (Network Leadership)

The Chief Schools Officer, reports to and works closely with the Chief Executive Officer. They focus on leading the work of School Principal management, performance management towards student achievement and the implementation of a rigorous academic program and high expectations-oriented culture. Responsibilities include school performance management, which encompasses managing a team of School Principals, developing and leading School Principals toward strong talent outcomes such as teacher performance, retention and staff engagement; and leading the vision of school culture for all Equitas schools to ensure high expectations for all students drives a culture of achievement that is safe and welcoming. In addition, alongside the Chief Executive Officer, the Chief Schools Officer develops/executes on a vision for deeply developing teachers in their content knowledge and executes the vision by maximizing professional development opportunities, and leads the strategy for utilizing assessment data across the year to ensure Equitas Academy #5 and its leaders are nimble in their ability to adjust program based on student performance. The Chief Schools Officer also ensures full compliance with state and federal guidelines in support for students and schools.

Minimum Educational Qualifications

- Bachelor's degree required.
- Master's Degree in Education, Educational Leadership, Organizational Leadership, Curriculum and Instruction, or similar field of study strongly preferred.

Essential Responsibilities

Leadership Management

- Function as a key leader of Equitas’ executive team and define/shape the organizational priorities and strategic direction.
- Develop the cultural vision, the structures and systems designed to achieve results for all students in the Equitas network.
- Manage the teaching and learning systems, academic program, and principal management for a midsize charter school network.
- Lead the Charter School management and performance of all Equitas schools, fostering a culture of achievement, anti-racism, community orientation and growth.
- Manage a team of network leaders including managing directors overseeing academic systems, student experiences, and teaching and learning.
- Manage a team of principals, fostering a team culture that drives excellence at all schools;
- Ensure the effective management, coaching, and mentorship of managing directors and school leaders in ways that drive significant student achievement gains, school health, and professional development.
- Lead the hiring, development, coaching, and evaluation of Equitas’ principals through the managing directors of academics/schools and in collaboration with the talent team.
- Manage the Equitas’ schools team, student services and data team to establish individual, team, and professional learning goals; evaluate and measure success for each direct report that leads to their continued growth.
- Collaborate curriculum team to plan and execute summer institutes for school leaders, new teachers, and returning staff.
- Identify and remove structural barriers to DEIA wherever possible, considers school and network staff suggestions and addresses individual biases or behaviors that prevent all schools and network members from growing to their full potential.

Students Achievement and Results Orientation

- Implement the model of Strategic Architect in relationship between the network office and the Equitas schools by defining the network program expectations and the opportunities for school-based design.
- Develop a school health dashboard in partnership with network and school leaders to create a shared understanding of “healthy schools” at Equitas so that efforts to drive school improvement are coordinated and aligned to a shared definition of success.
- Oversee the goal-setting process with principals to ensure that academic and culture goals are ambitious, aligned with vision of Equitas Academy and rigorous for all students;
- Pursue equity in all policy and program decisions, considering how the schools and program at Equitas will continue to become more anti-racist.
- Develop and promote systems for creating socially-just, responsive, and restorative schools, with emphasis on racially, culturally and linguistically diverse students.
- Monitor and ensure systems, structures, and environments support the needs of diverse learners and the SEL needs of students that results in growth.

Alignment, Professional Development, and Compliance

- Develop and lead professional development opportunities for principals that increases leadership skills, performance, and organizational leadership;
- Collaborate with organizational departments (academics, operations, programs) and develops professional development.
- Develop and coach principals to be strong leaders of school site leadership teams (deans, teacher leaders, SOMS, and Expanded Learning coordinators).
- Ensure full compliance with state and federal guidelines in support for students and schools.
- Implement and/or design systems driven structures in support of school success and principal development.
- Collaborate intensively and strategically with organizational leaders to align support to schools and prioritization of student and teacher experience.

Additional Duties

- Alongside the managing directors, co-design and oversee special projects and initiatives related to principal, dean, and teacher development structures.
- Assist with school expansion, growth, and development structures.

Chief of Staff (Network Leadership)

The Chief of Staff will serve as the lead driver of organizational efficiency and equity-driven strategy. This leadership position will carry the responsibility of ensuring that the CEO and organization have the systems and structures in place to achieve its core purpose in policy and practice. The Chief of Staff will achieve excellence through implementing systems, projects, and strategies to carry out the priorities and goals of the organization through cross functional execution. They are responsible for promoting DEIA through process, policy, and practice. This leader will navigate people, vision, and details simultaneously to get results. This leader will galvanize people to align in the work for student achievement.

Minimum Educational Qualifications

- Bachelor's degree required.
- Master's Degree in Education, Business, Strategy, or similar field of study strongly preferred.

Essential Responsibilities

Organizational Strategy & Planning

- Function as a key leader of Equitas' executive team, help define the organizational priorities and clarify the strategic direction
- Serve as the primary project manager and lead for key strategic projects that tie across different functions of the organization
- Maximize the CEO's effectiveness by coordinating and leading team meetings while also leveraging her time in a way that ensures maximum focus on the highest priority organization issues and initiatives
- Hold the organization and others accountable to executing equity-driven strategy

Team Management

- Develop and manage internal communications strategy in partnership with key stakeholders to ensure transparency, collaboration and results orientation
- Establish systems and structures to monitor progress, share updates, and keep stakeholders apprised of key initiatives and activities
- Keep a pulse on the broader organizational health on behalf of the CEO, including culture, systems/processes, crisis management

Communication & Progress Monitoring

- Serve as the primary project manager and lead for key strategic projects that tie across different functions of the organization
- Determine appropriate project timelines, communication and training structures that make change more likely and successful
- Work to ensure successful launch of new initiatives as directed by the Chief Executive Officer.

Knowledge, Skills & Abilities

- 10+ years of professional success (preferably in the nonprofit sector) including 5+ years serving on a senior leadership team or C-Suite, 5+ years management experience, and 3+ years' experience overseeing one or more of the areas under the Chief of Staff purview: Development, DEI, Marketing & Communications, and Board Relations.
- Highly skilled in equity facing work (3+ years of programmatic experience related to diversity, equity, inclusion, and anti-racism), demonstrating a strong equity stance and conviction of system and policy as an anti-racist lever.
- Bachelor's degree required may hold master's degree in education, business, or strategy
- Experienced in working with board members, chairs, and committees and supporting a CEO or equivalent leader in time management and goal setting.
- Experienced with short- and long-term strategic planning and able to manage multiple complex projects.
- Comfortable transitioning quickly from individual, detail-oriented projects to collaborative, people-oriented conversations.
- Relentless in pushing towards results and productivity on behalf of the organization.
- Committed to Equitas' mission of providing a structured, achievement-based community that prepares students to graduate from four-year colleges and universities.

Principal (School Leadership)

The Principal provides instructional leadership for the ultimate academic success of the Charter School.

Minimum Educational Qualifications

- Bachelor's degree required.
- California Teaching Credential required.
- At least 3 years of teaching experience (5+ preferred), with a demonstrated record of exceptional academic outcomes for students

Additional Preferred Qualifications

- A California administrative credential or other training/experience likely to produce a similar level of preparedness for this position (e.g., prior experience in a similar role)
- Master's Degree or Doctorate in Education or other related field or similar field of study strongly preferred.
- Experience working in historically marginalized communities
- Fluency in Spanish.

Essential Functions

Leadership, Strategic Planning, and Systems Implementation (25%)

- Inspires adults and students in the Charter School community to work towards the Charter School's vision while embodying Equitas core beliefs and values.
- Builds the capacity of staff to support academic achievement through effective implementation of adopted curricula and appropriate interventions.
- Leads the implementation of a MTSS, ensuring that all students experience inclusive academic instruction, behavioral support, social-emotional instruction, and mental health support.
- Implements systems to ensure equitable access for all subgroups, while prioritizing students encountering unique challenges, including students with disabilities and emergent bilingual students.
- Builds an effective leadership team with a relentless focus on student learning; creates conditions for all leadership team members to collaboratively lead the Charter School; builds individual and collective capacity to oversee complex projects that achieve planned outcomes.
- Facilitates change management processes, including empowering stakeholders to provide meaningful input, generating broad buy-in and motivation, and building sustainable systems.
- Provides leadership and oversight of a wide range of school programs, including those that involve external partnerships, such as the Charter School's extended learning programs (including summer programming).
- Serves as a key leader in strategic planning and external compliance processes, including LAUSD oversight and the Local Control and Accountability Plan.

Coaching, Professional Development, and Performance Management (25%)

- Ensures that faculty and staff are frequently observed (both formally and informally) in the performance of their duties and provided with feedback aligned to agreed-upon goals, job expectations, and rubrics.
- Develops and implements a system of high-quality professional learning opportunities and skillful coaching; tailors support to individualized needs, informed by data and observations.
- Evaluates and/or oversees the evaluation of faculty and staff; conducts other performance management functions, as appropriate.

- Hires and retains effective faculty and staff; provides professional growth and/or leadership opportunities aligned with interest, aptitude, and school need.

School Culture and Stakeholder Engagement (15%)

- Builds the Charter School's collective capacity to embrace diversity, equity, inclusion, and anti-racism, and incorporates those practices and mindsets into all aspects of the Charter School culture, instruction, and operations.
- Embraces a restorative approach to relationships, including students, families, community members, and faculty/staff; leads the implementation of restorative practices to build community and repair harm; uses restorative justice as a key component of the Charter School's positive behavior support plan; takes other disciplinary action as appropriate, in accordance with local policies and California Education Code.
- Collaboratively creates and maintains a safe and supportive school environment for all stakeholders.
- Builds the capacity of staff to create a school-wide culture in which all families and community members are welcomed into authentic partnership, in ways that are aligned to the Equitas Academy Mission, Vision, and Values.
- Empowers stakeholders through advisory and decision-making bodies, including School Site Council and English Learner Advisory Committee.
- Develops authentic, collaborative, empowering relationships with students, families, school staff, and network staff.

Assessment and Data Analysis (15%)

- Oversees the implementation of a broad range of formative and summative assessments aligned to school and network goals; develops a culture of shared ownership and accountability for outcomes.
- Supports faculty and staff in effectively and consistently using multiple sources of qualitative and quantitative data to track progress toward goals and to plan appropriate instruction and targeted interventions.
- Builds the capacity of staff to meaningfully communicate with students, families, and other stakeholders about school-wide, classroom-level, and individual student goals and progress toward those goals.
- Partners with network and site-based teammates and the Charter School community to create an annual dashboard aligned to the Equitas Common Measures; sets goals that are meaningful, ambitious, and achievable; builds the capacity of all stakeholders to share ownership of those goals.

Professional Growth and Network Collaboration (15%)

- Engages in ongoing professional learning and growth through coaching, mentoring, reading/researching, and various forms of professional development.
- Models and builds the capacity of staff to proactively solicit feedback from various stakeholders, to monitor data and reflect on one's own impact, and to make appropriate adjustments in alignment with goals.

- Collaborates productively with leaders across the Equitas network, proactively building trusting, supportive professional relationships.

Other Duties (5%)

- The School Principal is expected to adapt in response to new information and shifting priorities, while managing their work schedule accordingly. This requires flexibility and a willingness to embrace unexpected challenges.

Skills, Traits, and Dispositions

- A strong alignment with Equitas Academy’s vision, mission, and values.
- A commitment to diversity, equity, inclusion, and anti-racism (DEIA) and a desire to empower those who experience marginalization.
- A tendency to “lean in” to complexity while demonstrating adaptability and a growth mindset.
- Strong interpersonal skills and ability to build and cultivate trusting, supportive relationships with students and adults.
- Instructional expertise, including knowledge of Common Core-aligned instruction, multi-tiered systems of support, and student-centered classrooms.
- Capacity to understand and empathize with the experiences of people in the Pico Union community.
- Expertise in change leadership and project management.
- Excellent communication skills, both verbal and written.
- Ability to manage a busy schedule with shifting priorities while being present for others and maintaining personal wellbeing; ability to calibrate emotional responses, adjusting tone and actions as needed.
- Ability to hold oneself and others accountable to high standards while also prioritizing wellness, sustainability and positive relationships; ability to use appropriate strategies to recover physically and renew mentally and emotionally.
- Knowledge of relevant policies, regulations, and laws, including California Education Code.

Assistant Principal (School Leadership)

The Assistant Principal performs a combination of the following duties, alongside and in collaboration with the Principal and other members of the Charter School’s leadership team. The distribution of duties across the members of the leadership team is determined by the Principal.

Minimum Educational Qualifications

- Bachelor’s degree required.
- At least 3 years of teaching experience (5+ preferred), with a demonstrated record of exceptional academic outcomes for students

Additional Preferred Qualifications

- A California administrative credential or other training/experience likely to produce a similar level of preparedness for this position (e.g., prior experience in a similar role).

- A California Teaching Credential or out-of-state equivalent.
- Master's Degree or Doctorate in Education or other related field or similar field of study strongly preferred.
- Experience working in historically marginalized communities.
- Fluency in Spanish.

Essential Functions

Leadership, Strategic Planning, and Systems Implementation (25%)

- Inspires adults and students in the Charter School community to work towards the Charter School's vision while embodying Equitas core beliefs and values.
- Builds the capacity of staff to support academic achievement through effective implementation of adopted curricula and appropriate interventions.
- Supports the implementation of a multi-tiered system of supports, ensuring that all students experience inclusive academic instruction, behavioral support, social-emotional instruction, and mental health support.
- Implements systems to ensure equitable access for all subgroups, while prioritizing students encountering unique challenges, including students with disabilities and emergent bilingual students.
- Facilitates change management processes in collaboration with the Charter School leadership team, including empowering stakeholders to provide meaningful input, generating broad buy-in and motivation, and building sustainable systems.
- Provides leadership and oversight of a wide range of school programs, including those that involve external partnerships, such as the Charter School's extended learning programs (including summer programming).
- Serves as a key leader in strategic planning and external compliance processes, including LAUSD oversight and the Local Control and Accountability Plan.
- Serve as the Principal's designee in the Principal's absence and in relation to matters delegated by the Principal.

Coaching, Professional Development, and Performance Management (25%)

- In relation to assigned caseload, ensures that faculty and staff are frequently observed (both formally and informally) in the performance of their duties and provided with feedback aligned to agreed-upon goals, job expectations, and rubrics.
- Contributes to a system of high-quality professional learning opportunities and skillful supervision and/or coaching; tailors support to individualized needs, informed by data and observations.
- Evaluates faculty and staff, as assigned by the Principal; conducts other performance management functions, as appropriate.
- Supports the hiring and retention of effective faculty and staff; provides professional growth and/or leadership opportunities aligned with interest, aptitude, and school need.

School Culture and Stakeholder Engagement (15%)

- Builds the Charter School’s collective capacity to embrace diversity, equity, inclusion, and anti-racism, and incorporates those practices and mindsets into all aspects of the Charter School culture, instruction, and operations.
- Embraces a restorative approach to relationships, including students, families, community members, and faculty/staff; leads the implementation of restorative practices to build community and repair harm; uses restorative justice as a key component of the Charter School’s positive behavior support plan; takes other disciplinary action as appropriate, in accordance with local policies and California Education Code.
- Collaboratively creates and maintains a safe and supportive school environment for all stakeholders.
- In collaboration with the Charter School leadership team, builds the capacity of staff to create a school-wide culture in which all families and community members are welcomed into authentic partnership, in ways that are aligned to the Charter School’s vision and Equitas Academy #5’s core beliefs and values.
- Develops authentic, collaborative, empowering relationships with students, families, school staff, and network staff.

Assessment and Data Analysis (15%)

- Supports the implementation of a broad range of formative and summative assessments aligned to school and network goals; contributes to a culture of shared ownership and accountability for outcomes.
- Supports faculty and staff in effectively and consistently using multiple sources of qualitative and quantitative data to track progress toward goals and to plan appropriate instruction and targeted interventions.
- Builds the capacity of staff to meaningfully communicate with students, families, and other stakeholders about school-wide, classroom-level, and individual student goals and progress toward those goals.
- Builds the capacity of all stakeholders to share ownership of the Charter School’s goals.

Professional Growth and Network Collaboration (15%)

- Engages in ongoing professional learning and growth through coaching, mentoring reading and researching, and various forms of professional development.
- Models and builds the capacity of staff to proactively solicit feedback from various stakeholders, to monitor data and reflect on one’s own impact, and to make appropriate adjustments in alignment with goals.
- Collaborates productively with the Principal and other members of the Charter School’s leadership team, along with leaders across the Equitas network, proactively building trusting, supportive professional relationships.

Other Duties (5%)

- The Assistant Principal is expected to adapt in response to new information and shifting priorities, while managing their work schedule accordingly. This requires flexibility and a willingness to embrace unexpected challenges.

Skills, Traits, and Dispositions

- A strong alignment with Equitas Academy’s vision, mission, and values.
- A commitment to DEIA and a desire to empower those who experience marginalization.
- A tendency to “lean in” to complexity while demonstrating adaptability and a growth mindset.
- Strong interpersonal skills and ability to build and cultivate trusting, supportive relationships with students and adults.
- Instructional expertise, including knowledge of Common Core-aligned instruction, multi-tiered systems of support, and student-centered classrooms.
- Capacity to understand and empathize with the experiences of people in the Pico Union community.
- Expertise in change leadership and project management.
- Excellent communication skills, both verbal and written.
- Ability to manage a busy schedule with shifting priorities while being present for others and maintaining personal wellbeing; ability to calibrate emotional responses, adjusting tone and actions as needed.
- Ability to hold oneself and others accountable to high standards while also prioritizing wellness, sustainability and positive relationships; ability to use appropriate strategies to recover physically and renew mentally and emotionally.
- Knowledge of relevant policies, regulations, and laws, including California Education Code.

School Operations Manager (School Leadership)

The job of the School Operations Manager is to lead the day-to-day operations of the Charter School. This includes overseeing the Charter School compliance, enrollment, facilities, and managing the operations team.

Minimum Qualifications

- Bachelor’s degree preferred.
- At least two years working in an office environment
- At least six months experience working in a school setting preferred
- Bilingual English/Spanish
- Current or willingness to obtain CPR and 1st Aid Certificate within 60 days of employment
- Proficient in Google Drive Suite or Microsoft Word, Excel, and informational databases
- Typing speed 40 WPM minimum

Essential Functions

Leadership, Strategic Planning, and Systems Implementation

- Function as a key leader at the school-site and set the strategic vision and implementation in furtherance of operational excellence.
- Establishing a school culture, adapting current best practices, and implementing operational systems.
- Recruiting and enrolling students.
- General front office welcoming/reception duties, including answering phones, door, and mail correspondence.
- Communicate in a positive and respectful way with staff, parents, and other stakeholders;

- Collect and enter data into administrative databases.
- Intake and direct students coming to office for medical, behavioral, and other reasons; Order, manage, and maintain an inventory of school supplies.
- Collect and enter student attendance and make follow-up calls with families.
- Regularly inspect facilities and coordinate necessary repairs and general upkeep.
- Prepare purchase orders and make purchases.
- Manage school's budget and review expenses.
- Coordinate school mailings.
- Coordinate special events.
- Oversee systems to file all important school documents.
- Contact parents and emergency assistance agencies in the case of serious illness or injury; follow policies and procedures for health, safety, and nutrition.
- Along with Principal, create and implement efficient systems for arrival and dismissal; and create/oversee safety evacuation procedures and lead regular drills.
- Supervise team of Office Coordinators, Nutrition Coordinators, Safety Coordinators and Housekeeping Staff.
- Participate as a leadership member of the overall Operations team, demonstrating a willingness to problem-solve and assist with issues and concerns arising at each of the network's campuses.
- Managing school lunch program-ensuring we collect 95% of outstanding payments.
- Lead and mediate parent meetings to resolve concerns.
- Complete other responsibilities as assigned.

Knowledge, Skills, and Abilities

- Strong belief in our mission that all students can learn and achieve at high levels; Desire and ability to create a positive student and adult culture at a school; Customer service orientation; supportive attitude toward teachers, staff, students and families;
- Excellent written and verbal communication skills;
- Team player;
- Reflective and open to feedback and development;
- Extremely detail oriented and deadline-driven

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or

maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or childcare

motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic. Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

7.1 RECRUITMENT METHODS

Recruitment materials are prepared in both English and Spanish to effectively communicate the mission and educational program of Equitas Academy #5 to a wider audience. In addition, an outreach plan has been developed and is updated annually, including marketing materials delivered to homes in the targeted community, and presentations and flyer distribution at community meetings and events. The bilingual marketing materials have information on the Equitas Academy #5 school website and phone number for additional information. In addition,

information sessions at local community centers, and after school programs ensure parents residing in the targeted neighborhood are informed about the start of school of Equitas Academy #5. As needed, the Charter School also recruits students using the newspaper, online, and radio ads, website and mailings. Specific student recruitment efforts may include, but are not limited to:

1. Self-Purchased Social Media Marketing	8. Feeder School Partnerships
2. Organic Social Media Content	9. Referral Campaigns
3. Agency Paid Digital Marketing	10. E-Marketing/E-Mail Campaigns
4. Canvassing	11. Direct Mail
5. Tabling – e.g., Pico-Union Library; Salvation Army Red Shield; local parks and recreation centers	12. Earned Media Opportunities
6. Phone Banking	13. Community-Based Physical Ads
7. School-Based Events	

To maintain the enrollment goals, the leadership team recruits students residing in the targeted Pico-Union neighborhood. Because of the high population of the Spanish speakers in this area, outreach efforts are conducted in both English and Spanish. Equitas Academy #5’s geographically targeted outreach and bilingual recruitment materials, as described in the recruitment strategies above, will ensure diverse students and their families will learn about our Charter School and can consider attending Equitas Academy #5, and will ensure that the Charter School can work towards achieving and maintaining the District’s established 60:40 ratio of racial and ethnic balance goal. We will also communicate widely the support and services offered for English Learners and students with Individualized Education Plans to achieve and maintain the LAUSD’s special education population percentages, and the LAUSD’s English Learner population percentages, including redesignated fluent English proficient pupils.

7.2 How Equitas Academy #5’s Plan Will Achieve LAUSD’s Racial and Ethnic Balance Goals, Special Education Percentages, and English Learner Percentages

Prior to each lottery season, Equitas Academy #5 will develop a recruitment plan in collaboration with the Charter School operations team, school administrators, network office operations team, and community members. The network office operations team will provide the Charter School with current racial and ethnic data, along with data of their population of special education and English Learner students, including redesignated fluent English proficient students. This data will guide the recruitment plan for the following year to help the Charter School achieve the District’s racial and ethnic balance goals and a population of special education and English Learner (including redesignated fluent English proficient) students, in line with the population of the

neighborhood and the population percentages of the District, as feasible. Collateral used for recruitment and enrollment packets will be distributed in English and Spanish to assist families of English Learner students during the enrollment process. Recruitment collateral, along with school websites, will highlight special education and English Learner intervention programs offered at the Charter School to encourage families to enroll. Equitas Academy #5 commits to having a representative available to speak with Spanish only families and give information to families inquiring about special education and English Learner intervention programs.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

8.1 & 8.2 Student Recruitment & Admission Requirements

Equitas Academy #5 will actively recruit a diverse student population for its programs. All interested students, including but not limited to students residing in Pico-Union and throughout Los Angeles, will be encouraged to apply.

Equitas Academy #5 will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Equitas Academy #5 shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), Equitas Academy #5 shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Equitas Academy #5 will recruit TK through fourth grade students as vacancies become available from within and outside of the District. The Charter School will establish an annual recruiting and admission cycle, which includes reasonable time for all the following:

- Outreach and marketing
- Orientation sessions for parents and students
- An admission application period
- An admission lottery if necessary
- Enrollment⁷

Equitas Academy #5 may fill openings available after this process using either a waiting list or other non-discriminatory processes. Prospective students and their parents or guardians are briefed regarding the Charter School’s instructional and operational philosophy and are informed of the Charter School’s student related policies at an optional intake orientation. Students and parents are strongly urged to carefully consider the nature of the program, attendance and curriculum requirements prior to applying. If there is not an open seat in the student’s grade within the desired program, the student will be placed on the Charter School’s waiting list.

8.3 Application Process and Timeline for Application

Equitas Academy #5 uses an application process for students interested in enrolling in the Charter School. Applications are posted on the Charter School website and/or are available in the Charter School office. Parents/legal guardians must complete and sign the application form for the year that they wish to apply and return the form to the Charter School office. Applications for admission are made available in accord with the enrollment schedule established by the Charter School, which is posted on the Charter School website. Once an application is received, the office will notify the parent to share next steps. Equitas Academy #5 holds open houses and other events throughout the school year, including each spring, to educate interested parents about Equitas Academy #5’s education model and program offerings. The enrollment schedule is as follows:

Grade Levels	Application Deadline for Lottery	Lottery
TK-4	Rolling	First Friday in March

8.4 Public Random Drawing

If the number of applications for admission in any grade exceeds the capacity of the Charter School for that grade, the spaces in that grade will be filled by a public random drawing (“lottery”). Applicants who are not enrolled in the program will be placed on a numbered waiting list. The public random drawing will be completed by grade by electronic means (e.g., SchoolMint or equivalent), and the drawing will be held in a public forum. The public random drawing will be conducted in accordance with the admission policies as set forth in Education Code Section

⁷ The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

47605(e)(2)(B). Continuing students who are currently enrolled in the Charter School do not need to reapply and are guaranteed admission in the following school year.

The public random drawing will be conducted with the following admission preferences given in the following order:

- Students who reside within LAUSD boundaries.
- Siblings of students admitted to or attending the Charter School.
- Students currently attending any Equitas charter school
- Children of employees of the Charter School (up to a cap of 10% of enrollment)

Equitas Academy #5 and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). Preferences given are not likely to impact the racial, ethnic and unduplicated balance the Charter School strives to reflect.

After the public random drawing, families are notified immediately (within minutes) via SchoolMint of the lottery results. Additionally, families receive follow-up communications from Equitas Academy #5 in the immediate week (within 7 days) following the lottery to confirm lottery status and provide related information to families. Families who were pulled in the lottery will receive their official enrollment forms and will be informed of the enrollment process detailed above. Following the lottery, families have 72 hours to accept their admission, and once accepted, two weeks to complete enrollment registration. Results are communicated by text message, telephone call, and e-mail. If families do not adhere to this timeline, Equitas Academy #5 follows up multiple times using the same means. If we are unable to contact the family within 1 week, they are removed from the admission list. If the number of applications to a grade does not exceed the number of spaces available in that grade there will be no drawing for that grade, and all students for that grade who have submitted a completed and signed Lottery Application Form will be accepted.

All students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process prior to the lottery date.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

9.1 & 9.2 Annual Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School’s audit committee, with support from the Chief Executive Officer and Chief Operations Officer, will select an independent auditor through a request for proposal format. The

auditor will have at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars. The Chief Executive Officer and Chief Operations Officer will be responsible for working with and providing to the independent auditor all necessary information to complete the audit and for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Executive Officer and Chief Operations Officer, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational

rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing

procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student’s parent/guardian. If a homework assignment is requested and turned in to the student’s teacher either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil’s overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

10.1 SCHOOL CLIMATE & STUDENT DISCIPLINE SYSTEM

Positive Behavioral Interventions and Supports

Equitas Academy embraces PBIS as our approach to community building. We believe that the consistent, intentional, proactive implementation of PBIS dramatically reduces the need for reactive, punitive student discipline.

Restorative Justice Practices are a core component of our PBIS approach. Restorative Justice Practices are rooted in the prioritization of learning, growth, and relationships over punishment and retaliation. Restorative Justice Practices allow for all members of the Charter School community to take ownership of their actions and acknowledge the impact of their actions on other people and on the community as a whole. These practices also allow for healing and reparations to occur, so that the community continually grows stronger, even after harmful incidents.

Equitas Academy #5 adheres to a positive behavior philosophy consistent with the District’s discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. To ensure stakeholder “buy-in,” the school-wide discipline policies are developed with considerable input from school-site parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. Equitas’ schools focus on a positive school climate consistent with the School Climate Bill of Rights resolution. Equitas Academy #5 will use Restorative Justice alternatives to suspensions to support students when behavioral missteps occur.

We also try to redirect behavior to a more positive end. The Equitas Academy #5 discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed regarding the discipline of a student with disabilities in full compliance and accordance with the provisions of prevailing state and federal laws and regulations.

Upon enrollment and at the beginning of each school year, Equitas Academy #5 families each receive a copy of the Parent Handbook in their Enrollment Packets and are asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the Charter School's discipline policy. The Parent Handbook is reviewed and approved annually through the Governance Committee of the Board of Directors to comply with any regulatory requirements (including changes to the laws) and the terms of this Charter petition). In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Staff Professional Development

All Equitas Academy #5 teachers and staff are active participants in creating the Charter School's strong culture and positive climate. Teachers are trained during professional development (in the summer pre-opening three-week sessions and in weekly "early release" professional development sessions) meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there are school-wide systems for assigning both positive and negative consequences.

All staff members participate in intensive professional development over the summer. including training on how to effectively implement the PBIS. Equitas Academy #5 staff members norm expectations for students and participate in role-plays of difficult situations. They receive specific training in doing "bias checks" to ensure that they are treating all students fairly and not allowing their own biases about the student to impact the consequences administered. The Charter School regularly does data dives in all key areas, including student discipline disaggregated by subgroups. If leadership notices trends, such as a disproportionate rate of detentions within a certain subgroup, they lead the staff in identifying the cause of that trend and implementing a plan to immediately address that concern. These policies and practices are reinforced throughout the year during professional development days.

Interventions

In addition to the positive school wide behavior system described above, through our Multi-Tiered System of Supports program, aligned with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights, Equitas Academy #5 will utilize several behavioral interventions to promote the types of behaviors that will allow our students to be successful and to prioritize time in the classroom and instructional time. The Charter School will have a dedicated student support team that will lead efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This will include identifying the students who are in the most need of behavioral support, as exemplified by those who continue to not meet their

behavior goals after a series of interventions (e.g., one-on-one consultations with the students, parent and student conferences). The student support team will implement behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents.

For extreme cases, Equitas Academy #5 will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems, such as mandatory tutoring, regular reports to parents, and anti-bullying contracts. Additionally, the Charter School employs counselors and school psychologists to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well. There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The Charter School will explore additional partnerships that will both support students' behavior needs in Charter School and create positive self-identities within students.

Policy

The Suspension and Expulsion Policy and Procedures have been established to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Additionally, the Charter School's process for investigating incidents and collecting evidence will be fair and thorough.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed

annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians⁸ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter

⁸ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

10.2 Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, , which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any grade 4.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in grade 4.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in grade 4.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand

dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in grade 4.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in grade 4.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary,

artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel during an expulsion hearing and/or Board of Directors in an expulsion appeal that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

10.3 Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian may will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

10.5 Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion

are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors, as needed (the “entity conducting the hearing”). The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense .

A student and their parents may appeal an expulsion decision by the Administrative Panel to the Charter’s Schools Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the student’s parent/guardian and information from the original expulsion hearing.

10.11 Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (“FERPA”) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, if a reasonably accurate and complete record of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible,

no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation for expulsion, which will be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within (10) calendar days of issuance of the notice of expulsion. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides on review/appeal not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Executive Director or designee, following the expulsion determination, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. If no appeal/review is requested, the expulsion becomes final on the eleventh (11th) day after notice was issued.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Appeal and Board Review

Parents/guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) days of the expulsion decision. If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The student will be considered suspended until a board reviews the expulsion, at which time the parents/guardians must attend to present their appeal. Reasonable accommodations will be made, and language support offered for students and parents/guardians who wish to appeal. The Executive Director or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the Board's review of the expulsion. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion. The Board of Directors' decision to expel shall be final—there is no further appeal.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student’s expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student’s expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student’s parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the Charter School environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director’s or designee’s determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District (or, if an LEA, notify the SELPA) and coordinate the procedures in this policy with the District/SELPA of the discipline of any student with a disability or student that the Charter School or the District/SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to

the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student needs special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

11.1 Certificated Staff Members

All eligible employees are covered by the State Teachers’ Retirement System (“STRS”). Employees contribute the required percentage, and the Charter School contributes the employer’s portion. All withholdings from employees and from the Charter School are forwarded to the STRS fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. The Charter School will continue such participation for the duration of the Charter School’s existence under the same CDS code.

11.2 Classified and/or Other Staff Members

Eligible employees may elect to participate in a 401k or 403b retirement contribution plan. Social Security payments are contributed for all qualifying employees. The Charter School Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All eligible employees are covered by the Federal Social Security program. The Chief Operations Officer is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

Equitas Academy #5 provides eligible employees with a comprehensive health benefits package which includes medical, dental, and vision coverage.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student may be required to attend the Charter School. Equitas Academy #5 will communicate to all prospective and current parents and students that Equitas Academy #5 is a charter school of choice, and parents may choose to send their children to a different school in the area. All parents/guardians and students are informed on the Charter School’s lottery application of their public charter school attendance alternatives.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Sofia Roditti, Chief Executive Officer
Equitas Academy Charter Schools

1700 W. Pico Boulevard
Los Angeles, California 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by

certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Sofia Roditti, Chief Executive Officer
Equitas Academy Charter Schools
1700 W. Pico Boulevard
Los Angeles, California 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual

agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level, and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

If the Charter School closes, the Chief Executive Officer will serve as the Charter School's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an

agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminus with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the

terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying, or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to

inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained

with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers,

directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent-free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will

reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)